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ABSTRACT

This yearbook includes 17 papers organized into 3 sections devoted to the concepts that leadership begins with people, requires action, and must be purposeful. The following articles are included: "Personal Skill Development" (Van Huss); "Leadership Profiles" (Fry, Hibler); "Leadership: From the Classroom to the Boardroom" (Felton); "Planting the Seeds for Future Business Education Leaders" (Taylor); "What Does Business Have To Say About Leadership?" (Reynolds); "Paradigms for High-Tech Leadership" (Atkinson); "Entrepreneurial Leadership" (Erickson); "Legislative Leadership" (Moody); "Leadership Decision Making and Research" (Schmidt); "Grant Writing: A Necessary Leadership Skill" (Redmann); "Making Visions for Leadership a Reality" (Jaderstrom); "Behind the Scenes" Leadership" (Holmquist); "Leadership at the National Level" (Zahn); "Leadership in the Proprietary School Environment" (Lowery); "State Program Leadership Perspectives" (Briggaman); "Horizontal Leadership" (Greene, Smith); and "Leadership through the Years" (Miller). (MN)

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DEVELOPING LEADERSHIP IN BUSINESS EDUCATION

1993

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Developing Leadership In Business Education

NATIONAL BUSINESS EDUCATION YEARBOOK, NO. 31

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Preface

Developing Leadership in Business Education is the theme for the 1993 NBEA Yearbook. It is the hope of the editors that this publication will be a valuable leadership resource for all NBEA members, business educators, and potential business educators throughout the country.

Leadership development is a critical issue of this decade. New opportunities and challenges are presented because the known or prescribed paths are disappearing. Leadership is something we all have to think about; it is no longer left to those leaders "up there" or "out there." With that in mind, may this yearbook present an opportunity for reflection on what you are doing to provide leadership and a challenge motivating you to step forward as a leader to make things happen.

Leadership has many definitions. Each person has an individual view shaped by unique sets of circumstances. Overall, the publication should provide seeds for developing leadership at all levels and in all areas of business education.

The yearbook is organized into three parts:

Part I: *Leadership Begins With People* focuses on the personal aspect of leadership development and the need to provide opportunities for students to develop leadership skills. If leadership can be viewed as a process of self-development, how does one develop skill as a leader? What can be learned from individuals who have provided leadership in business education? What does it mean to be a role model and mentor?

Part II: *Leadership Requires Action* addresses a range of current leadership challenges. Business educators have a full menu from which to select an action item. Choices include adopting a new paradigm for technology, embracing the entrepreneurial spirit, becoming pro-active in legislative advocacy, understanding and utilizing research as a basis for decision making, obtaining funds through grant opportunities, and implementing a proven model to produce leaders for business education.

Part III: *Leadership Must Be Purposeful* provides important lessons for present and future leaders in a variety of organizational settings and for a range of situations in business education.

The 21 contributing authors are to be commended for their willingness to make the commitment and dedication to provide the chapters that make this publication a reality. They represent all NBEA regions and a variety of business and business education backgrounds and experiences.

Developing Leadership in Business Education is a refereed publication.

Chapters were reviewed by three or more persons. The review process involved members of the NBEA Publications Committee and a specially selected group of professionals as second reviewers. Members of the editorial review board were:

Vivian Arnold, East Carolina University
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Jefferson City, Missouri
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Montgomery, Alabama

It has been a professional highlight for me to work with the chapter authors and members of the review groups. To be able to reach out across the country and receive positive responses to requests for assistance has been a very gratifying experience. In addition, I had the extreme good fortune to work with an outstanding co-editor, Helen Taylor, who continued to keep our process moving and provided the extra professional polish. Helen and I also want to recognize Galen Miller, now with National Hospice Association but formerly Director of the Business Education Center, California Polytechnic University, Pomona, as a special "behind the scenes" contributor and mentor.

Marcia Bush, Co-Editor

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Part I

LEADERSHIP BEGINS WITH PEOPLE

CHAPTER 1

Personal Skill Development

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Business educators often wonder how leaders in the field achieved their position or status as a leader. Were they lucky enough to be in the right place at the right time? The old adage, "The harder I work, the luckier I become," applies to leadership. Is there a simple, cookbook-type recipe that can be followed to become a leader? If a simple recipe could be followed, the field would be overrun with leaders; yet the scarcity of leaders is a key concern in business education. What motivates business educators to become leaders in the profession? Many business educators who are leaders in their families, their communities, their churches, and their schools do not seek to be leaders in their profession even though they have demonstrated leadership skills and abilities. A careful study of leadership in business education, as well as in other disciplines, reveals that far more questions and myths exist than do answers.

Skill development for personal leadership creates an interesting challenge because by definition personal leadership is oxymoronic and because the paradigm for leadership is shifting. Leadership refers to the ability to lead or influence **others** to act willingly. Therefore, one can lead others, but must manage oneself. Management differs from leadership; it refers to achievement and being accountable for the accomplishment of objectives. The paradigm for leadership now recognizes that leadership is a process that involves abilities and skills that can be applied at any level in an organization from frontline employees to top-level executives—from business teachers to state superintendents of education or university presidents.

Viewing leadership as a process makes it clear that leadership skills can be developed because any process consists of a series of practices that can be observed and learned. Thus, leadership can be viewed as a process of self-development. Self-development leads to self-confidence, which is the key to leading others.

Why is leadership critical for business education? Leadership is helpful, but not critical, to maintaining the present course of action in business education. The problem, however, is that considerable evidence shows that the current skills of business education graduates do not match the requirements for employment in the high-performance workplace. This mismatch of requirements and skills is not a reflection of declining quality in business education; rather it is a reflection of increasing skill requirements in industry. Leadership becomes critical in a time of change or transition, and business education must make the transition and change or it will become extinct. A

void in leadership makes it easy for others who see opportunity to step in and fill the void that exists in a profession.

Charting new directions requires effective leadership if a profession is to be energized. The key issues then become identifying the core skills needed for leadership and developing strategies for acquiring those core skills and applying them in various settings.

PREREQUISITE SKILLS FOR BUSINESS EDUCATORS

Leadership development does not begin at a base of zero. Individuals singled out for leadership development are usually those who have already demonstrated competence and potential in their fields. Therefore, any business educator who wishes to embark on a personal leadership development program should begin by first inventorying three types of skills that are prerequisite for leadership development: technical skills, interpersonal skills, and conceptual skills.

Technical skills. In business education, technical skills involve both knowledge of the discipline and the ability to impart that knowledge to learners. In a static field, technical skills remain fairly constant and thus are relatively easy to acquire. In a dynamic field that is impacted by changes in technology, such as business education, technical skills are constantly changing, and thus acquiring technical skills is an ongoing process that is extremely challenging, but critical for success.

Access to new technology as it becomes available is a basic issue that must be addressed in maintaining technical skills because of the resources required. A more critical issue is that the technology used affects the role of workers, the way work is performed, and the interrelationship of job functions.

The paradigm shift in the business education discipline also affects the way that business educators impart knowledge to learners. The challenge for business educators created by a rapidly changing technological environment is not just the challenge of learning and teaching technological applications as they become available. The real challenge is to teach students how to learn new technology that does not even exist at the present time, because much of the technology students are taught today will be outdated in fewer than three years. Teaching students how to learn new technology is a very different skill than teaching students to learn a specific software application package and how to apply it to solve business problems. Maintaining updated technical skills in business education requires extensive reading, training, and creative thinking.

Interpersonal skills. The ability to get along with and work with people is a critical prerequisite skill. In leadership development, the ability to get along and work with people has to be advanced to a much higher level—the level of diplomacy. Access to information is often determined by the level of interpersonal skills of the individual. Interpersonal skills consist of a variety of "people" skills including respect for others, sensitivity, trust, the ability to communicate effectively, the ability to resolve conflict, and the ability to collaborate with others.

Although interpersonal skills are critical, they are extremely difficult to inventory in an objective manner. Most people believe that they have good interpersonal skills; however, other people may have an entirely different view. Relatively few people are willing to give honest feedback to individuals who inquire about the quality of their interpersonal skills. People are far more willing to be honest in giving feedback about the quality of technical skills than interpersonal skills.

Conceptual skills. In general, conceptual skills can be defined as the ability to see a situation as a whole and how the various components interrelate. Conceptual skills are often referred to as being able to see the "big picture." Conceptual skills are perhaps the best indicator of leadership potential. They are the highest level skills and also the most difficult skills to develop.

Business educators need well-developed conceptual skills to be able to handle changes in the field. For example, what skills are critical to prepare students for employment in the high-performance workplace compared to the traditional workplace of the past? What skills can be eliminated or given lower priority because they are no longer the primary skills needed in the high-performance workplace? How does the national movement toward Tech Prep fit into the total picture? Does it enhance, modify, or replace vocational education? Does it require massive restructuring of business education and the way it is taught? How does the national move toward "authentic" assessment affect business education?

A key role of leaders is either to direct others or to enable others to become self-directed. To direct means to chart or map out the way, but a clear understanding of the current situation and how its components interrelate is prerequisite to charting new directions. As individuals become more self-directed, the role of the leader may be transformed to serving those that follow, giving rise to a leadership concept known as servant leadership.

CORE SKILLS NEEDED FOR LEADERSHIP

Technical, interpersonal, and conceptual skills inventories provide the foundation for the development of the core skills needed for leadership. Individuals who have not developed and refined these prerequisite skills would be wise to focus on these skills before attempting to develop the skills needed to lead others. Although numerous skills, traits, and conditions required for leadership have been studied in intensive analyses of leaders and leader behavior, no definitive set of leadership skills or behaviors has been identified and established as the ultimate leadership model. Rather, several repetitive themes emerge and form the core skills that most researchers agree are needed for effective leadership.

Self-awareness. A business educator who carefully inventories technical, interpersonal, and conceptual skills in business education and has developed all three types of skills to a reasonable extent is ready to begin leadership development. The results of the inventory provide the basis for developing the first core skill, which is self-knowledge. Self-knowledge provides an awareness of the strengths the business educator possesses and, equally

important, the weaknesses that exist. Leadership skills are developed by capitalizing on strengths and compensating for weaknesses.

Nurturing and developing skills requires discipline. In fact, the same carefully disciplined approach that is used in total quality management can be applied to developing self-knowledge. Total quality management focuses on providing an environment for continual improvement in small increments. Maximizing strengths is less of a problem than compensating for weaknesses because most people like to do those things that they do well. Therefore, capitalizing on strengths often occurs naturally. At the same time, recognizing that virtually everything that is done could be done a little better is an important part of self-knowledge. Self-improvement is always possible; the ability to improve others is far less likely.

A key problem that many individuals have in identifying weaknesses is that often they do not know enough about an area to be aware that certain weaknesses exist. Many missed opportunities stem from lack of awareness that the opportunity even existed. Compensating for weaknesses tends to occur only if the person is aware of the weaknesses and knows ways of compensating for those weaknesses. Two strategies, direct intervention and indirect intervention, are often used to help leaders compensate for weaknesses. Direct intervention involves assessing a person's skills and then designing an appropriate program to develop the skills that were identified as weaknesses.

For example, a business educator leading a group that is working on a project in an organization may use methods that are not especially effective to obtain input from all group members. A technique such as a nominal group technique may have been far more effective but was not used simply because that business educator was not aware of the technique nor of the benefits that might result from using it. An example of a direct intervention that could be used would be for a mentor observing the group to suggest to the business educator in a very tactful way that using the nominal group technique in that particular situation might be helpful. The mentor could then assume a coaching role and teach the individual how to use the technique effectively.

An example of an indirect intervention might be to give a team rather than an individual responsibility for a situation. The strength of a team is often in the diversity of perspectives that the combination of individuals brings to a situation. The effort being made to integrate academic areas with technical areas in a Tech Prep program provides a good illustration. A traditional academic English teacher may not have business expertise to bring to the situation, and a Business English teacher may not have the expertise in literary analysis that might be needed. The synergism that results from combining efforts may produce far better results than either teacher could have produced independently.

In the example just cited, the student is the obvious recipient of the benefits. Both teachers may also derive significant benefits from the experience. Those benefits are often referred to as broadening experiences. The benefits to the English teacher stem from learning how to draw upon a secondary

field (business) and apply the knowledge to the primary field (English). The business teacher benefits in a similar way by drawing on the English field and applying the concepts to business.

Broadening experiences are a key part of leadership training because they help to develop and enhance conceptual skills. The more experiences a person has in varied areas the more the person is able to see the interrelationship of those areas. Teams are used extensively in industry because they bring together a variety of perspectives that enable all of the team members to grow and develop.

Broadening experiences can be structured into a personal leadership development program by a conscious effort to spend at least 10 to 15 percent of development time on areas other than the primary area of specialization. A wide range of activities results in a more broadening experience than a narrow range of activities. Exposure to new areas results in exposure to new opportunities. Attendance at a professional business education convention can be used as an example of an easy way to broaden experiences. Many convention participants attend only those sessions that directly relate to their teaching specialty and to the level at which they teach. Supervisors attend special sessions that address supervisory issues; community college instructors attend sessions that focus on issues related to community colleges, and accounting teachers attend sessions that focus on accounting. Tunnel vision often results from limiting exposure to very specialized areas. Spending approximately 15 percent of convention time attending functions in different subject areas and at different levels may be far more beneficial than spending 100 percent of the time in one specialty at one level. A business educator may find that the exposure to issues, concepts, and leaders in other fields may provide new opportunities in other fields as well as new ways of looking at business education.

Attending professional meetings is only the first level of a broadening experience. Becoming actively involved in the meeting promotes even greater leadership growth. Volunteering to assist with a convention or to serve on a committee or task force at the local, state, or national level provides experiences that help to build self-confidence and increase growth opportunities. Serving in various positions also increases visibility. Good performance combined with visibility usually results in producing greater opportunities to be in a leadership position.

A leadership development model from industry that has implications for business education is one in which a new hire spends four to six weeks in each major division of a company to get a first-hand perspective of how each division operates. A key part of the experience in the leadership development program is networking with individuals in other areas. Networking expands the base of resource contacts dramatically. It also fosters integrative activities rather than turf protection.

Turf protection is a key problem in education as well as in organizations. Who teaches technology and its applications is a very visible example of a turf war that is being waged in education today and that is being discussed extensively at professional gatherings and in the literature. Initially, the turf

battle for technology was being waged between data processing/computer science departments and business departments. Today, technology is no longer the province of business and computer science; it is an integral part of virtually every discipline. Business educators who network with others within the profession and in related professions are in a much better position to influence the way technology is integrated into school curricula than those who remain isolated and fight to protect their turf.

Willingness to challenge the status quo. Broadening experiences lead to the second core leadership skill, a willingness to challenge the status quo or the process. Challenging the status quo involves a significant amount of risk. The question is not whether change will occur; change is a given. As paradigms shift, the real issue is how quickly are business educators willing to let go of the old paradigms so that they can embrace new ones. Far too many wait until change forces a reactive move. A key leadership skill is the ability to assess a situation, anticipate that change will occur, and be proactive in shaping and implementing change. Leadership requires a willingness to take risks and to do unconventional things. The person who is unwilling to take risks and to do different things stymies creativity and innovation.

The extent to which people are willing to challenge the status quo and assume risk is often a product of three factors: (1) the degree to which they trust their own intuition, (2) the level of self-confidence they possess, and (3) the way they view failing or failure. Intuition is more than just a hunch or a "gut feeling"; intuition is usually based on applying past experiences to new learning. Trusting instincts embodies some risk, but not trusting instincts often results in missing opportunity—in reactive behavior rather than proactive behavior.

Who is most likely to trust instincts and be willing to challenge the status quo? Those individuals who possess high levels of self-confidence and who view failing as an opportunity to learn rather than as being a failure are most likely to be willing to challenge the process of doing things. They are also most likely to be successful in challenging the status quo because of the self-fulfilling prophecy: People who believe they can do something usually do it.

All learning involves some degree of failure. Failing simply eliminates an alternative that does not work and narrows the search for an alternative that will work. Profiles of most recognized leaders show that they faced adversity, and they failed on many attempts before they achieved the degree of success for which they are known. Common examples cited are:

- Babe Ruth, known for his home run record, also held the strikeout record; Hank Aaron, who broke Babe Ruth's home run record, also broke his strikeout record.
- Lucille Ball was discouraged from attending acting school because her talent was perceived to be inadequate.
- Thomas Edison failed on thousands of experiments before he was successful in inventing the light bulb.
- John Kennedy lost numerous elections before he was elected president.
- Peter Benchley was fired as a speech writer for Lyndon Johnson because of inability to write; he then proceeded to write *Jaws*, which became a best seller.

The point made by the examples is that leaders have enough self-confidence to continue working to solve a problem even though numerous attempts are not successful. They learn from their mistakes as well as from their successes. Persistence is a characteristic that frequently is associated with leadership.

Vision. Questioning the status quo is not enough; the third core skill leaders must have is the ability to develop and articulate a vision for creating a better situation. Vision is the ability to perceive things that do not yet exist. Visions are not idle dreams; visions become realities. Visions are mental images of the future.

A vision is not meaningful until it is shared and until a true commitment to turn the vision into reality exists. Communicating a vision is difficult enough, but convincing others to share that vision and to make the commitment to turn it into reality is a much greater challenge. Getting others to share a vision requires access to people, a trusting relationship, the ability to communicate in a way that turns abstract concepts into vivid mental pictures, and credibility.

An example in business education would be a vision of how to restructure business education so that the skills of graduates would match the requirements of the high-performance workplace. That vision, as is true of most visions, cannot be accomplished alone. Superficial involvement does not turn visions into realities; a leader has to be personally committed to the vision and has to be able to motivate and get others excited enough about the vision that they will also make the commitment to restructure business education. One of the best analogies that has been used to explain the difference between commitment and involvement is a ham and eggs breakfast. The hen is involved in the breakfast; the pig is truly committed to the breakfast. Incidentally, the analogy also illustrates what is meant by taking an abstract concept such as commitment and painting a vivid mental picture of its application.

Credibility is another characteristic that requires specific attention. Credibility has the impact on others that is analogous to the impact self-confidence has on an individual. Self-confidence enables the individual to transform potential into performance. Credibility enables the individual to transform leadership potential to action. By definition, leading implies that others will follow. Individuals will not follow or form strategic alliances with an individual who does not have credibility.

An important part of personal leadership development is learning how to build and project a credible image. Two factors that play a key role in building credibility are competence and integrity. Competence is based on knowledge and experience. Integrity comes from being honest, having high ethical standards, and from meeting commitments. Credibility is a fragile characteristic; a leader has to maintain credibility. Good interpersonal skills and composure enable a leader to handle conflict and pressure in a way that does not destroy credibility.

Empowerment. The fourth core leadership skill is empowerment. Entitlement or personal power are other ways of expressing the concept.

Entitlement is a "take charge" concept; it refers to an individual having the power to act without seeking permission to do so. The ability to act is accepted as a right and as a responsibility. Entitlement is based on the philosophy that in most situations it is easier to gain forgiveness for having acted without authority than to get permission to act. Empowerment is enabling others to act or sharing the power to act with others. Entitlement is linked to empowerment because an individual cannot share power that he or she does not possess.

Empowerment is often confused with a participative leadership style. A participative leadership style encourages individuals to give input or to participate in decisions, but the leader retains the ultimate responsibility for making the decision. Empowerment goes a step further than participative leadership; it not only encourages participation, it also grants individuals the ultimate responsibility for making a decision and being held accountable for that decision. Empowerment is a form of psychological ownership.

Empowerment can be applied to business education in numerous ways. A good example is the current national movement toward "authentic" or performance-based testing. A testing program designed at the state or national level and imposed on business teachers is not likely to be successful. A far more effective approach is to provide the prerequisite knowledge and skills that business teachers will need to develop an effective assessment program and then empower them to do so. The psychological ownership that results from the process would have a major impact on the acceptance of the program and the likelihood of its success.

Institutionalizing accomplishments. The fifth core skill for personal leadership development is the ability to institutionalize accomplishments that result from commitment to a vision. Institutionalizing accomplishments must be approached at two different levels. One level is the motivation that is required to sustain the momentum that has been developed. The second level at which institutionalizing accomplishments must be approached is broadening the scope to include other people in the process. Significant evidence exists indicating that many American workers are not highly motivated. In fact, studies document that workers themselves report that they do not work as hard as they should, nor do they tap much of their potential. The same is true of students in business education classes. What does it take to motivate workers or students to tap more of their potential?

Leading by motivating is often referred to as transformational leadership. Motivation is critical in encouraging individuals to aspire to and to reach lofty goals. However, determining exactly what motivates is difficult to do. Motivation is not simply a matter of providing recognition, rewards, and incentives. These extrinsic motivators are important, but they are only one facet of motivation. They are important primarily because they help to create an atmosphere that fosters and stimulates intrinsic motivation. The best a leader can do is provide an environment that is conducive to intrinsic motivation. Effective motivation has to come from within the individual.

Job characteristics play a major role in motivation. Five characteristics (skill variety, task identity, task significance, autonomy, and feedback) have

been identified as key characteristics that lead to high levels of motivation. These characteristics make work interesting and meaningful. The combination of meaningful and interesting work, the power to be responsible and accountable for the work, and appropriate feedback create intrinsic motivation. These characteristics are often missing in jobs (including the job of business educator) and in school work assigned students.

One of the points made in the beginning of this chapter was that many business educators who are leaders in their families, their communities, their churches, or their schools do not seek to become leaders in their profession even though they have the leadership skills and abilities. Even positions that are perceived by some people to be leadership positions do not possess the job characteristics that lead to high levels of motivation. The result is a decrease in the level of participation in professional activities.

Leadership development in business education cannot focus only on a self-development program for individuals in the profession. A careful analysis of the profession itself and its support mechanisms such as professional organizations may lead to the development of leadership positions that combine the characteristics of meaningful work, autonomy, and appropriate feedback. Both intrinsic motivation and a shared vision for the profession at local, state, and national levels are desperately needed to energize the profession and empower large numbers of its members.

When intrinsic motivation is working effectively, the role of the leader becomes a support or servant role. Are business education leaders in schools at all levels and in professional organizations supporting the members of the profession rather than asking the members to support the profession and its associations? This topic is addressed in a later chapter in this yearbook.

At best, motivation and leadership development are very complex topics and attempts to simplify them often result in an inadequate approach to dealing with the issues. The overriding point to remember, however, is that the ultimate goal of effective leadership is to unleash the potential of each individual and to focus on doing the right job rather than just doing the job right.

CHAPTER 2

Leadership Profiles

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JOE ANNA HIBLER
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He is a dynamic leader! She provides the kind of leadership we need in our organization! With the kind of leadership we have in our group, we will accomplish all of our goals within the next year!

Leaders play an important role in every phase of life. Many times they are the individuals who want to be in charge and who are willing to take responsibility and give direction(s). Other times leaders surface because of their unique abilities or because their particular talents are needed. A thorough search of literature reveals that there are almost as many definitions of leadership as there are writers on the subject, but Dwight Eisenhower is credited with defining it in layman's terms: "Leadership is the ability to get people to do what you want them to do, when you want it done, in a way you want it done, because they want to do it."

Leadership may also be thought of

> . . . as both a process and a property. The process of leadership is the use of noncoercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is a set of qualities or characteristics attributed to those who are perceived to successfully employ such characteristics.[1]

CHARACTERISTICS OF LEADERS

Studies and research have resulted in the identification of characteristics attributed to effective leaders. An interesting concept that emerged from some of these studies is that the same characteristics needed by leaders are also needed by followers. Therefore, in order to be a leader one must be perceived by others to have that role and be permitted to exert the influence needed in the position.

The specific behaviors of leaders are greatly influenced by the characteristics they possess and how they approach the various situations in which they find themselves. One recent study conducted by Moss and Liang yielded

[1]Jago, A.G. "Leadership: Perspectives in Theory and Research." *Management Science* 28:315; 1982.

the following compilation of attributes that were identified as most likely to predispose desirable leadership behaviors.[2]

Leader Attributes

I. Characteristics
- A. Physical
  1. Energetic
- B. Intellectual
  2. Intelligent with practical judgment
  3. Insightful
  4. Adaptable, open, flexible
  5. Creative, original, visionary
  6. Tolerant of ambiguity and complexity
- C. Personal
  7. Achievement-oriented
  8. Willing to accept responsibility
  9. Assertive, initiating
  10. Confident, accepting of self
  11. Courageous, resolute, persistent
  12. Enthusiastic, optimistic
  13. Tolerant of stress and frustration
  14. Trustworthy, dependable, reliable
  15. Venturesome, risk taker
  16. Emotionally balanced
- D. Ethical
  17. Commitment to the common good
  18. Personal integrity
  19. Evidences highest values and moral standards

II. Knowledge and Skills
- A. Human relations
  20. Communicating with others
  21. Tactful, sensitive, respectful
  22. Motivating others
  23. Networking
- B. Management
  24. Planning
  25. Organizing
  26. Team building
  27. Coaching
  28. Managing conflict
  29. Managing time and organizing personal affairs

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[2]Moss, Jerome, Jr., and Liang, Tsanglang. Leadership, Leadership Development, and the National Center for Research in Vocational Education. Berkeley, California: National Center for Research in Vocational Education, October, 1990.

30. Managing stress
31. Using leadership styles appropriately
32. Holding ideological beliefs appropriate to the group

C. Cognitive

33. Decision-making
34. Problem-solving
35. Gathering and managing information

These attributes are evident in individuals involved in positions of leadership in varying combinations and to varying degrees, with the situation influencing the need. Regardless of whether a person is in an administrative, teaching, professional, or transitional career path, there are similarities as well as diversities in their roles.

Individuals from each of the five NBEA regions who are recognized in various leadership roles in business education were interviewed, and profiles of their experiences are included in this chapter. Two of the leaders profiled are high school teachers, while one leader has extensive experience as a state vocational education supervisor. Three of the leaders hold dual teaching and departmental chair responsibilities and represent a community college, a four-year regional institution, and a comprehensive university. The other profiles include two executive directors of professional organizations and a former business educator who serves as a university president. Many similarities as well as diversities in characteristics and traits are apparent when looking at the paths their careers have taken.

PROFILES OF LEADERSHIP

Dorothy Neal, Sacopee Valley High School, Cornish, Maine

At the foundation of business education, as in any other field of education, is the classroom teacher. The qualities and skills important for the high school teacher parallel many of the characteristics and traits identified as needed and/or possessed by all leaders, including creative insight, sensitivity, vision, versatility, focus, patience, flexibility, and consistency. Dorothy Neal is a business education classroom teacher who exhibits these traits in each phase of her busy career.

Dorothy describes herself as an overachiever who has always sought to do the best that she can do. She developed her goal-setting skills through an active Weight Watchers program, serving as a lecturer after reaching her goal weight and achieving lifetime membership.

Dorothy states that she had excellent training in college encouraging involvement. Active involvement was instilled by her business instructors as a norm for all students. Describing herself as a grassroots person, Dorothy began her active professional career by joining the New England Business Educators Association. With support and encouragement from colleagues, she ran for president of the Business Education Association of Maine and was elected. Because of Dorothy's commitment to the organization and its goals, she provided leadership and direction that was recognized and appreciated by the membership.

Those experiences prepared her to run for and be elected to both the New England Business Educators board and the Eastern Business Education Association board. Dorothy served in various offices to gain understanding of the total picture of the two organizations. While holding these responsible positions as well as serving as president of the New England Business Educators Association, Dorothy was establishing a visible leadership role with her students and colleagues at Sacopee Valley High School. She has held the same teaching position for 26 years while she has accomplished her professional and service goals.

In 1987 Dorothy was elected to the position of president-elect of the National Business Education Association from the Eastern Region, and she served as president in 1988-89. Her students as well as her administrators, faculty, and family provided support and encouragement throughout her term in office. They attended the national convention where Dorothy presided, and they participated in the activities. They were really a part of her team.

For Dorothy, professional doors opened, including recognition received as a national author and presenter. Dorothy gets to the basics in her presentations and gives her audiences food for thought as well as ideas to try. She believes that if you do your best, people will know you are interested and will recognize that interest. They will support you and work with you in your endeavors.

As a leader, Dorothy Neal exhibits inner strength and commitment to purpose, and she stands by her word.

Donald L. Moore, Coronado High School, Colorado Springs, Colorado

Donald Moore is one of 13 children who grew up in a farm family in Kansas. He started his professional career as a secretary. After receiving a scholarship to business college in Kansas City, he worked as a billing clerk for a trucking company at night while attending college. He then took the Civil Service Examination and worked as a stenographer with the Packers and Stockyard Division of the U.S. Department of Agriculture, but he continued to work for the trucking company at night. He left Civil Service to work full-time with the trucking company and moved from Kansas City to Joplin.

After a two-year period with another trucking company, Don was drafted by the U.S. Army and spent two years as a secretary in the Inspector General's office and the commanding general's office. He then returned to the trucking company in Kansas City. While sitting in the office one day, Don began thinking that if the difference between his boss's salary and his own salary was a college degree, then he was going to get a degree. Don resigned and went to college immediately. At Northwest Missouri State, Don worked for the chair of the business department for three years while completing his degree. The G.I. Bill and his minimum-wage job supported his college career. He intended to return to industry, but Sterling Surrey, the department chairman where Don worked, encouraged him to teach instead. Thirty-four years later, Don is still in education.

Don taught in high school in Iowa and then moved to Colorado, where he worked construction in the summer. Some people on the eastern prairie knew he had a degree; so, when one of their teachers had a heart attack, they

asked Don if he would be interested in teaching for the community, which consisted of the school building and four teaching positions. He taught business and social studies, grades seven through 12, and coached softball, baseball, and basketball. The second year Don was principal. Then he moved into Colorado Springs, and, after teaching at one high school for four years, was asked to be department chairman of a new high school. He opened the new high school on the modular scheduling plan.

After four years, Don took a sabbatical for doctoral study. After completing his degree, Don returned to high school teaching and has been business manager, director of student activities coordinating activities for 36 student clubs and organizations, and finally, business department chairman. Don also spent 16 years with the community college as night instructor and served 13 years as supervisor of business education student teachers and as lecturer in education for Colorado College.

Don thinks individuals must believe in their profession. It is their livelihood, and therefore they must give back to the profession. Don endorses working diligently to understand the goals and objectives of your profession or curriculum and then gaining the confidence and support of your coworkers and professional family. Once you gain those, you are ready to move into a leadership role but not until you demonstrate that you can do the job and carry forward with what coworkers and your professional family want accomplished. Don believes that in any leadership role, including his term as NBEA president, it is not your agenda but the agenda of your supporters and the organization that must be implemented.

Don enjoyed great encouragement from teachers to pursue involvement in professional organizations. Robert Gryder, Sterling Surrey, Mildred Hillestad, and Ramon Heimerl were among professors who had great impact on his career and leadership decisions. Looking at his resume, one can see that Don has participated in state, regional, and national business education associations and organizations, serving in various offices. Professional growth and involvement have been interwoven throughout his career, and his contributions are many, including serving as program director for the 1988 NBEA convention.

Serving as a role model for the students, Don believes that they need to see that what is done in the classroom is not only a local matter but also a national one, so he brings the information from conferences home to them. Students must realize that they have an obligation to their community after graduation from high school to become involved, make contributions, and give back some of what they have been given.

Betty C. Fry, Colorado State University, Fort Collins, Colorado

Business education courses in the high school that Betty Fry attended were interesting, challenging, satisfying, and taught by exceptionally good teachers. Her parents encouraged her to take advantage of the opportunities such education would provide. Without the training and skill development from business courses, further education would have been difficult for Betty. Employment in the college business office using those skills provided the financial support for completing her degree and business teaching certificate.

With her certificate in hand, high school business teaching beckoned. While she was in her final weeks of student teaching, the superintendent from a neighboring district in Arkansas came to Betty's classroom without an appointment to observe and interview Betty. Thinking that he was the much awaited typewriter repairman, Betty asked him to have a seat until class was over. The students came first! Evidently he appreciated that because he made Betty the offer for her first high school teaching position.

Networking played a major role in career changes for Betty throughout the years. Two of the publishing representatives who visited her in her first year of teaching were Victor Van Hook with Gregg and LeMoyne Smith with South-Western. Betty's professional path crossed with theirs many times in the ensuing years.

Dr. Orr, her business teacher educator, recommended that Betty consider a graduate program in business education, possibly at Oklahoma State University. In her first year of teaching, Robert Lowry from OSU contacted Betty regarding a graduate assistantship. The opportunity was attractive, so risking all and resigning her high school teaching position after two years, she made the move. Dr. Lowry played another major role near the completion of Betty's master's program in recommending her for an interview with the dean of the College of Business at the University of Arkansas. Betty's three years at Arkansas proved that obtaining the master's degree was a positive decision and one that opened doors.

Marriage involved a career move to Tulsa, Oklahoma, where Allie Dale Lambert, the business education supervisor, offered her a position developing and teaching the Manpower Development and Training Act (MDTA) program. That year involved energy, creativity, and adaptability; the following year brought a move to a high school and then to a position as cooperative office education teacher-coordinator. Those years of teaching in different schools in the Tulsa system were satisfying and challenging experiences. Betty was happy with high school teaching and serving as department chair with no thought of moving but . . .

A position opened in state supervision for vocational business and office education, working with Francis Tuttle and Victor Van Hook. With a great deal of encouragement from colleagues, Betty moved again. This transition proved interesting and challenging because of the exceptional professional growth opportunities. For the next 10 years, the involvement with teachers and administrators statewide in developing programs as well as working with professional people nationwide provided avenues for development and service. A major emphasis in the programs provided leadership development for students through Future Business Leaders of America/Phi Beta Lambda involvement. Maintaining credibility with people in the field involved many skills including planning, organizing, team building, and gathering and managing information.

Betty used these same skills in involvement in professional organizations. Betty served as president-elect of the Oklahoma Business Education Association her first year in supervision and has served in many positions in various professional associations through the years. Involvement in professional

activities has been a rewarding means of contributing to a profession that provided not only a livelihood but satisfaction as well. Participating in the activities of the National Association of Business Education State Supervisors, interacting with the membership, and serving in positions of responsibility provided an opportunity to see that the members really meant it when they said they were only a telephone call away and ready to help. Such networking is helpful to anyone in any profession.

Involvement in NBEA, M-PBEA, AVA, DPE, and PCBEE has been equally beneficial. After completing her doctoral program while working full-time as state supervisor, an opening occurred in teacher education in Wyoming. Betty accepted the call of the West and the opportunity to meet new challenges. She has now been business teacher-educator at three universities and currently has added the role of marketing teacher-educator. She does enjoy traveling!

The opportunities afforded through high school teaching, university teaching, state supervision, and teacher education combined with professional involvement and a strong people network are providing Betty with a very satisfying career. Betty's network includes family and friends who provide the balance that makes life complete.

Carolyn Norwood, Essex County College, New Jersey

Teachers always had a major influence on Carolyn Norwood's life. Two of her aunts were high school teachers—one, a teacher-principal in a one-teacher school in South Carolina. Carolyn states: "I think they must have been the first persons who made me think that teaching was special." Later, her elementary, high school, and college teachers were her role models. She felt they encouraged her and took a personal interest in helping her to succeed.

Carolyn could not say exactly why she chose the specific field of business education. Perhaps she made this choice because she liked typing, shorthand, and other business-related activities and did well in those subjects. She attended a segregated high school and undergraduate college; and, as she recalls, most of the students admired and respected the teachers and sought to emulate them. The teachers seemed to take a personal interest in their students' achievements.

A major milestone occurred in Carolyn's life when two of her college teachers convinced her to attend graduate school at Columbia University's Teachers College after her graduation from North Carolina A&T University at Greensboro. Carolyn identified many reasons why she could not go, but her teachers had answers for all of the questions and reassured her that she would be successful. They even offered to give her the money to travel when she said she could not afford the trip. Without telling her mother, Carolyn went to New York and interviewed with Paul Witt, who was then a professor in the Department of Curriculum and Teaching at Columbia. Dr. Witt was impressed by Carolyn's interview and test scores and offered her the position as his secretary. He made the arrangements for her to enroll in classes that semester and to get accommodations in the dormitory. That was her first experience attending an integrated college as well as her first

experience working in an integrated environment. The following year, Dr. Witt was promoted to executive officer of the Office of Doctoral Studies and asked Carolyn to go with him as his secretary, which she did.

Carolyn identified the next milestone in her life as teaching at the Community College of Philadelphia. She was hired the summer prior to the opening of this new two-year college in September 1965. This was a wonderful learning experience enabling her to be on the ground floor of a new institution, participating in planning the curriculum, selecting books, supplies, and equipment, recruiting and testing students, and other new institution activities. She participated in laying the groundwork for a faculty association, establishing committees, and organizing student clubs. Her department chairman, Margaret Axilrod, was a dynamic, assertive, and innovative leader with great vision and excellent organization ability. As a "doer," she encouraged all of the faculty to be active in the development of the department.

Another milestone was Carolyn's move to Essex County College in 1968. Mary Ellen Oliverio, who was her adviser at Columbia University's Teachers College, telephoned to ask if she would be interested in teaching in Newark at a new two-year college (Essex County College). Dr. Oliverio's husband was to be the director of the Business Division. After careful consideration, Carolyn accepted the position and as the first Business Division faculty on board, she assumed the responsibility for developing the secretarial studies and business education curricula. In addition, she was asked to plan the layouts for the classroom, select and order furniture, equipment, supplies, materials, and textbooks, and participated in the selection of additional faculty.

Carolyn has always been active in clubs and organizations. As an undergraduate, she was a member of several organizations including Pi Omega Pi. Her undergraduate teachers as well as her graduate school teachers encouraged this participation.

Carolyn's first involvement as an executive board member of EBEA came as a result of an appointment to the position of EBEA regional membership director by the EBEA president, Marion Holmes. After several re-appointments, Carolyn was elected as the two-year college representative to the EBEA board and served in that position for three years. She was then elected EBEA representative to the NBEA Board at the EBEA convention in Puerto Rico. Three years later, Carolyn was elected president of the Eastern Business Education Association.

Carolyn states that one of the most satisfying aspects of her EBEA experience was the opportunity to meet and work with many business educators who share common goals and interests. She found it gratifying to be in a position to encourage other African-Americans as well as Puerto Ricans to seek more active participation in EBEA and NBEA.

Mentors have played a major role in Carolyn's life. She recognizes several of them including the two aunts mentioned earlier. Her high school business teacher, Bertha Sumter, was one of the first to encourage her to attend college. Several college teachers, including Gwendolyn Dickson, Charles Stewart, and Veda Stroud, were very supportive and encouraged her to "do

her best." Dr. Oliverio, Carolyn's graduate school teacher and adviser, helped her immensely in adapting to graduate studies and the new educational environment; that support continued as Carolyn sought Dr. Oliverio's guidance and opinion in every professional career decision she made after they met. Also appearing on her list of mentors is Margaret Axilrod, whose organizational abilities she tried to emulate.

Paul Witt, who hired Carolyn without hesitation for her first secretarial position at Columbia University's Teachers College, helped her to develop confidence in her abilities. His frequent praise and encouragement and his warm personality enabled Carolyn to adapt to a new environment.

Carolyn Norwood continues contributing as a leader in her profession. Mentoring combined with dedicated work on her part provides the strong foundation for her leadership.

Sue Rigby, Northern Michigan University, Marquette

Sue Rigby began her career as a business education classroom teacher in Georgia. Willing to try anything new and innovative, she was one of the first teachers in her district to accept the challenge of developing a block-scheduled high school program after the passage of the Vocational Education Act of 1963. As a department head in Atlanta in her third year of teaching, she was one of three of the 19 department heads willing to tackle the new approach. Sue made it work.

Building upon success, Sue read a *Balance Sheet* advertisement for a graduate assistant's position at Ball State University, where she could study with a valued professor in business education. Even though her parents thought Sue should remain in Georgia, she took leave of absence and made the transition to graduate study.

Bill Rigby was entering graduate study at Ball State, working on his master's degree. Inevitably Sue and Bill met and found many commonalities in education as well as personal goals. After they were married, Bill accepted a teaching position in Monroe, New York. They started their family, and Sue did not teach that year but waited until the following summer to complete her master's program at Ball State. According to Sue, completing the master's degree is one of the smartest choices she has made.

Bill accepted a position at Northern Michigan with the understanding that he would earn his doctorate. With this direction for the family, Sue wrote to the head of the Business Education Department, Robert N. Hanson, to inquire about a part-time position. He had 14 sections not covered and worked with Sue on developing a full-time schedule to permit her to be with her young family.

True to his commitment, Bill began his doctoral program at the University of Northern Colorado in Greeley. Sue began her doctoral program at the same time. Since this was an important milestone in both of their lives and careers, Bill encouraged Sue to make it a cooperative family effort even though they encountered lean financial years.

Sue has chaired the Office Systems and Business Education Department at Northern Michigan for the past 15 years and has spearheaded innovative

programs that have moved the department to the forefront in curriculum development. The office systems program receives positive recognition because of the efforts of a dedicated and capable faculty under Sue's leadership and support. She surrounds herself with capable people and supports their creativity. Her goal is to seek to improve what she is doing and consistently try new things.

Professionally, Sue developed leadership capabilities through continued and consistent involvement. She learned from Bob Hanson that she needed to be willing to do behind-the-scenes work and began by chairing a session for a panel discussion at a regional meeting. Hanson was a supportive and influential mentor.

Sue has served in the trenches of professional organizations. During the late 1970s she became involved in the regional activities of the Michigan Business Education Association. She was then elected to the executive board as secretary. She later served as president of MBEA. While serving on the Michigan board, she was chosen to represent the state on the North-Central Business Education Association executive board. Sue then served a three-year term as N-CBEA representative to the NBEA Executive Board. In 1983-84 she served as president of N-CBEA. During the time Sue served on the various boards, she was always involved with additional committee work for the associations.

In 1988 Sue was elected to the position of president-elect of the National Business Education Association. As president she led the Association in meeting a series of challenges, such as the selection of an executive director, and discovered that she had the strength and ability to provide the direction and leadership required. As in the past, Sue benefited from the counsel, support, and encouragement of Bill and her colleagues, which enabled her to provide administrative, facilitative, and directive leadership for the Association and its membership.

Lloyd W. Bartholome, Utah State University, Logan

Lloyd Bartholome believes that two major forces contribute to an individual's developing of leadership potential: (1) parents and/or guardians and the way children are brought up; and (2) teachers in school, especially elementary teachers, and their influence on their students' lives. His mother instilled in Lloyd the idea that he could accomplish anything he wanted to do, and his first-grade teacher told him that he could be president of the United States by the time he was 35 (because he would be eligible at that time). Those two individuals did not put any limits on what he could accomplish so neither did he; he began developing self-confidence from his early years.

When entering Northern State College in Aberdeen, South Dakota, Rudy Dahl and Harvey Harrington, two business professors, befriended Lloyd and provided him with a sense of direction. He wanted to be a coach but did not receive a warm welcome at the physical education registration table. In that same registration area, the two business professors were receptive to him and told Lloyd that he could major in business and still coach. And thus began his career in business education.

Upon graduation from college he joined the faculty at Toll Junior High School in Glendale, California, and held that position for the following 13 years. During that time he also completed his master's program and his doctoral program. While at UCLA, Lloyd was a student of Larry Erickson, who advocated active professional involvement on the part of his graduate students. Lloyd credits Dr. Erickson with being another individual who convinced him that he could make contributions to his profession through his organizational involvement.

Although Lloyd was happy with teaching in the junior high school environment, Theodore Ivarie, another mentor, influenced him to accept an offer to join the faculty at Utah State University. He moved through the ranks of associate professor to the position of head of the Department of Business Information Systems and Education, being appointed to that position at the recommendation of Dr. Ivarie. Mentors have played important roles in Lloyd's professional career, and he, in turn, believes in helping those who are new in the field by serving as mentor and supporter.

Active professional involvement is evident in discussion with Lloyd. He follows Dr. Erickson's admonition and takes an active role in professional associations at all levels including state, regional, and national. In the mid-seventies, he was appointed Editor of the *NABTE Review* and served in that role for three years. From that base role, Lloyd progressed through various responsible positions in NABTE to the presidency in 1979. As president of NABTE, Lloyd also sat on the National Business Education Association Executive Board and through that experience realized that he wanted to be involved in NBEA. He realized that change was in the offing and wanted to be a part of positive change from within. He was selected by NBEA to direct the development of the *Business Teacher Education Curriculum Guide* in the mid 1980s. Later, Lloyd was elected president of NBEA and, in that role, assisted in the orientation of a new executive director. In 1991, Lloyd's contributions to business education were recognized when he was presented the prestigious John Robert Gregg Award.

Asked about goal setting, Lloyd stated that he always liked athletics and was involved in team sports and considered himself a leader in the respect of serving as manager and coach of many sports activities. He feels that the team philosophy applies in professional as well as athletic activities. Individuals need to be able to disagree with each other but work toward solutions.

Asking questions and providing answers to questions are key factors in Lloyd's philosophy. He always wanted to know "why" regardless of the nature of the situation. He believes strongly in the statement "Don't doubt yourself; believe in yourself."

Janet M. Treichel, NBEA Headquarters, Reston, Virginia

As a teenager, Jan Treichel was interested in becoming a psychologist; however, she was discouraged from majoring in that field because at that time she was told, "Psychology is not a good major for women." Since Jan had done well in the business education courses she had taken in high

school, her college adviser suggested that she major in business. That on-the-spot decision charted a career path for Jan.

Because their own educational backgrounds were limited, Jan's parents expected their children to complete degrees in education. They saw education as providing security and a means of always being able to secure employment as well as a way of making a contribution. So Jan majored in business education and has found that her degree lends itself to great diversity. According to Jan, the combination of the business education background and complementary skills enabled her to develop management, organization, communication, and critical-thinking skills. Everything she has accomplished in her career can be traced to her business education degree.

Jan has always worked, and, although some jobs were not exciting or challenging, she has learned valuable lessons from each no matter how menial the task might have been. As she has moved through her career, Jan has learned that when a door opens she must walk through it. Her major goal—do the best you can—permeates everything she does. Jan said she learned that important lesson by observing her parents, whom she strives to emulate in many ways.

Jan has combined a solid education with a variety of life experiences. She believes if an individual has the right work ethic, is willing to learn, and assumes responsibility, he or she can use any position as a springboard to higher level opportunities. Sometimes people stay in the same job or line of work because it offers security and does not force them to face change.

Jan has always accepted positions that cause her to stretch and to develop new skills. She likes a challenge, does not mind taking risks, and is not daunted by the unknown. She has always worked hard, logging many hours that may have been unnoticed by most people; but "doing the best I can" has meant working as long as it took to finish the job to her standards. Those qualities enabled her to make transitions in her career without causing major upsets in her life. She has been a teacher, researcher, curriculum developer, university professor, and administrator in fields that include business education, vocational education, career development, special education, and government. By keeping herself open to new challenges, seeing the connection between the areas and the disciplines, and being willing to take some risks, Jan has capitalized on opportunities. As the NBEA Executive Director, she draws from a variety of experiences to lead the organization.

Jan believes that if someone else can do something, she can too, provided she works diligently and persistently. Although Jan is very much her own person, she has learned to observe astutely and listen carefully to people whom she admires, and she feels that she has incorporated worthwhile traits of others into her own philosophy and personal makeup. Always positive and upbeat herself, Jan prefers to be around enthusiastic, goal-oriented people.

Jan shares the following ideas for individual development:

1. Believe in yourself and like who you are.
2. Develop other people's talents with as much vigor as you develop your own.
3. Learn from experiences; be willing to take small risks that build into larger risks.

4. Acquire the necessary education and experience to increase your worth.
5. Incorporate persistence, passion, and excellence in everything.
6. Never accept less than your best.
7. Be fair, honest, decent, and courageous.
8. Grow continuously by embracing positive changes.
9. Get up when you fall down; brush yourself off; and try again.
10. Go boldly—but not blindly—into uncharted waters.

Jan Treichel believes that each of us is like a patchwork quilt with individual personalities that have been forged from our life experiences and the people who cross our paths. She embraces strongly the philosophy that we should learn from good and bad times, leave every situation better than we found it, impact other people's lives positively, and surround ourselves with caring, dedicated, energetic people.

Robert B. Mitchell, University of Arkansas at Little Rock

To Robert, "leadership" is synonymous with "service." He has observed that most respected leaders in the profession did not direct their careers toward a leadership role but rather they had a desire to contribute to their profession and do their part to assure its strength and longevity.

New educators entering the business education field should make themselves available to contribute to their departments, schools or institutions, and professional organizations in all possible ways. Credibility among one's peers must be developed through unselfish service—avoiding issues of ego and hidden agendas.

Leadership qualities are often developed through a mentoring process. Robert has enjoyed the benefit of working with many excellent leaders over the years. During his educational experience, he was fortunate to have attended school at Louisiana Tech University, where he worked with a number of professors who took a personal interest in him and helped him develop a true philosophy of professionalism. Robert learned that to succeed he would first have to be a professional in the truest sense.

Reba Neel was a true mentor and friend. She went the extra mile to encourage Robert to accept leadership roles and to provide wise counsel that directed him in reaching many of his professional goals over the past 15 years. Little did Robert know that when he assisted Dr. Neel in 1974 to begin a chapter of Delta Pi Epsilon at the university . . . when she encouraged him to serve as the chapter's charter president . . . when he attended his first national council meeting and national research conference . . . when he volunteered to serve on a national committee . . . and when he ran for national office . . . that in 1988 he would become the executive director of the society. His desire to serve the profession has resulted in many opportunities for leadership.

Joe Anna Hibler, Southwestern Oklahoma State University, Weatherford

Joe Anna Hibler is the classic textbook example of how a person is supposed to climb a career ladder. After teaching business at Altus High School

and serving as an adjunct instructor at Altus Junior College, Joe Anna returned to her alma mater, Southwestern Oklahoma State University, as an instructor in the Division of Business. Twenty-seven years later, Joe Anna is still at Southwestern Oklahoma State University and is completing her third year as president.

During the years prior to her appointment as president, Joe Anna continued to follow the traditional career path. After four years as an instructor, she received a sabbatical and an additional year's leave of absence to pursue a doctoral program of study. Upon the completion of her degree, Joe Anna returned to a dual assignment of teaching and chairing the Office Administration/Business Education Department. She later served as dean of the School of Business and as vice president for academic affairs.

In assessing her career, Joe Anna recognized the importance of a strong support group and appreciates the influence that various individuals have had on her leadership development, including her parents, professors, colleagues, and mentors.

Joe Anna's parents taught in the Oklahoma public schools for more than 40 years and served as role models who stressed the importance of education and of treating people in a fair and open manner. More importantly, they provided a comfort zone wherein Joe Anna could stretch and grow. They celebrated her successes; helped her learn from her failures; and nurtured her self-esteem.

While completing a master's degree at Oklahoma State University and a doctor's degree at the University of Oklahoma, Joe Anna had the good fortune to study with national leaders in business education; namely, Robert Lowry, Lloyd Garrison, Gordon Culver, Gerald Porter, and Raymond White. These educators taught Joe Anna by example the importance and enjoyment of professional involvement. They recognized her potential for leadership and encouraged the development of her organizational and people skills, which resulted in her serving as president of M-PBEA and NBEA.

The administrative portion of Joe Anna's career has been strongly influenced by one mentor in particular—Leonard Campbell, who served as president of Southwestern Oklahoma State University for 15 years. He gave Joe Anna opportunities to hone her administrative skills, to strengthen her ability to make sound fiscal decisions, and to take calculated risks.

Joe Anna also credits her successful climb to her colleagues who have been willing to trust her guidance and invest their time and effort in assisting her to accomplish her goals. Joe Anna strives to practice a participatory style of management that she believes brings positive results and earns the loyalty of a long-term support group.

Throughout her career, the one constant has been Joe Anna's sense of humor, which she says is essential to survive in a leadership role. This characteristic was evident in a recent NBEA presentation entitled, "The Unheroic Side of Leadership," which included personal observations from her leadership experiences. She shared a humorous, but realistic, list of lessons that must be learned to survive as a leader:

1. Learn that you are fair game—any place; any time.

2. Learn that children walk around in adult-sized bodies.
3. Learn that politics is a four-letter word.
4. Learn to wear a full skirt, because you will have to punt.
5. Learn that chicken served banquet style is a weekly occurrence.
6. Learn that you do not have an "S" on the front of your bra.
7. Learn that everything you say takes on the colors of "gospel or gossip."
8. Learn that you are expected to contribute time and money to every cause and every campaign.
9. Learn that "no makeup/no pantyhose" days are absolutely essential.
10. Learn to delegate—or die!

SUMMARY

Leadership takes many forms. Some individuals knowingly seek leadership roles while other leaders emerge in a particular situation or as a result of a group endeavor. Likewise, the careers of individuals in leadership roles follow distinctive paths and are influenced by a host of factors.

Many of the leadership attributes identified earlier in this chapter are apparent in the profiles that were shared by the individuals with leadership roles in business education who were selected to be interviewed. Although all of these individuals possess a strong sense of self, they also expressed the importance of a strong support base. The positive influence of mentors and the necessity of professional involvement were evident in all the profiles. The ability to make decisions, the willingness to take risks, and the desire to excel are traits that each of the individuals attributed to their successful careers and to their effectiveness in leadership roles.

Equally important is the variety of characteristics and leadership styles that surfaced during the interviews. Each person interviewed recognized the need to identify individual differences and unique abilities. Each one expressed the strength found in these individual differences and the positive results that occur when an individual is able to match ability with creativity and make a difference in a leadership role.

CHAPTER 3

Leadership: From the Classroom to the Boardroom

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To be successful personally and professionally, people need to complement their cognitive knowledge with effective interpersonal skills and a positive, accurate view of themselves. Leadership skills must be included in the curriculum for all business programs, and this can be accomplished most effectively through the combination of coursework and co-curricular activities. From the classroom to the boardroom, students and teachers can experience personal and professional growth together through participation in vocational student organizations and success-oriented classroom activities.

WHY TEACH LEADERSHIP?

Many articles have been written to identify what students need to know today to be successful tomorrow. Employers all over the country express concerns about the quality of education and training available to those who will manage the companies, design and operate the technology, and establish our country's future goals and policies. Educators are charged with the task of providing opportunities for students to gain the knowledge and skills required of the successful leaders who will perform these tasks. We are now living in the Information Age, and the business education curriculum must include leadership training in and out of the classroom to prepare our students to lead the companies and organizations of the future.

Since "actions speak louder than words," educators need to model effective leadership and management styles for their students. In his book, *Why Leaders Can't Lead*, Warren Bennis states: "Leaders are people who do the right thing; managers are people who do things right." Educators are trained to be effective classroom managers; however, there is a need to prepare classroom leaders who maintain a well-managed environment where all students can learn. Effective teachers provide experiences for their students that facilitate and motivate active learning and encourage the development of leadership skills. Modeling professionalism reinforces the idea that personal growth and success are directly related to significant learning, hard work, and persistence. Therefore, the teacher who leads, rather than manages, provides leadership opportunities for all students.

Educators need to view themselves as the CEOs of their classrooms and to study and implement the leadership styles and theories of successful CEOs

in business. Students who are treated like *valued* members of the classroom will be more apt to perform like *valued* employees on the job; quality will improve and productivity will increase. Teachers who wish to adapt their teaching methods to reflect a success-oriented environment may gain expertise from viewing video tapes, listening to audio tapes, and studying books that identify leadership skills and styles. Active involvement in professional organizations also provides teachers and students with leadership experiences, current publications, and networking opportunities through conferences or seminars. Educators who encourage success-oriented classroom experiences and who are advocates of effective leadership qualities empower their peers and their students to do the same by modeling professionalism.

EMPOWERMENT

Empowerment is a relatively new term in education, and the concept is gaining strength daily as its impact on the quality of education is realized. Leaders empower; consider those individuals who inspire others by encouraging individualism, accepting uniqueness, and providing opportunities for personal growth. Developing an environment that allows empowerment is a gift we give those persons with whom we work to experience success by permitting creativity, initiative, and nonjudgmental support. This type of environment promotes high expectations and improved student achievement and can be accomplished in the classroom or through vocational student organization activities.

Empowerment, like a smile, is often returned as a natural reflex. Administrators who empower teachers to become professional educators actively involved in the entire educational process develop dedicated, loyal staff members. These faculty, in turn, empower students to become actively involved in their total educational process; the cycle continues. When these "empowered students" complete their training and enter a career, the possibilities for their sharing this positive approach to interacting with others is enhanced. Leaders give the gift of empowerment not only to the people they touch directly but also to those who are affected indirectly by the power of "positivity," a term coined to address the combining of positive reinforcement, environment, and attitude.

To empower others, teachers must never stop being students. Active involvement in professional organizations offers the opportunities to learn from fellow professionals who have empowered others by willingly giving of themselves for a common goal, believing that students are "worth whatever it takes," sharing their knowledge so more people can benefit, and committing themselves to improving the quality of life. True leaders empower others to establish realistic goals, seek new directions, and become leaders. Effective educators are true leaders.

ALICE IN WONDERLAND or . . .

"Would you tell me, please," said Alice, "which way I ought to walk from here?" "That depends a good deal on where you want to get to," said the

Cheshire Cat. "I don't much care where . . .," said Alice. "Then it doesn't matter which way you walk," said the Cat. ". . . so long as I get somewhere," Alice added as an explanation. "Oh, you're sure to do that," said the Cat, "if you only walk long enough."

Successful business education programs prepare students who leave high school or college with a stronger sense of their own direction than Alice had. Strong programs also prepare leaders who are able to provide better leadership than the Cheshire Cat. According to leading futurists and demographers, employees of the future need to become self-directed learners; employ problem-solving and decision-making skills; attain communication and group-interaction skills; express themselves creatively; utilize skills necessary to adapt to and to create change; enhance and sustain their self-esteem; and demonstrate concern, tolerance, and respect for others. These qualities describe many of the same characteristics of strong leaders as defined by various authors on success and leadership. Therefore, it becomes imperative that all business educators address the teaching of these skills as students are prepared for tomorrow's business world. No matter what students identify as their current career goals, they deserve to be trained to be professionals, and leadership skills contribute to this preparation.

LEADERSHIP IN A CHANGING CLASSROOM ENVIRONMENT

As educators are encouraged to become leaders in the restructuring of schools, they are asked to examine course content, technology, and methodology. Since demographics are changing, teachers must learn to adapt to a changing population with ever-increasing social issues that impact their students' willingness and ability to learn. Education is no longer "business as usual." The classroom teacher must now develop programs to address the needs of nearly 40 percent of youth who are at risk of academic failure due to poverty, family instability, substance abuse, cultural values, and racial discrimination. The same curriculum, same format, and same methods with higher requirements will not increase test scores or encourage students to stay in school, continue their education, or aspire to positions of leadership.

Business educators must adapt the concept of confluent education, which combines cognitive goals and affective responses, and must allow students to take responsibility and ownership for their own education. Confluent education, cooperative learning, and outcome-based instruction will provide students and teachers with opportunities to enhance leadership skills, improve self-esteem, and develop interpersonal communication skills while focusing on building a knowledge and skills base essential for employment and/or postsecondary education. Employment opportunities are changing rapidly. Students must be prepared to adapt to change, to be creative in devising a career plan, and to be flexible as they pursue their career goals. Teachers must develop these same qualities in order to facilitate the education of today's students; teachers must be willing to implement change, create an environment of "positivity" for students, and to continue learning themselves.

LEADERSHIP SKILLS: THE COURSE

Developing an entire course to address the teaching of leadership skills is the ideal option *if* the skills to be learned also are validated and reinforced throughout the curriculum. In designing the curriculum and implementing the course, the instructor must consider three elements that are critical to the success of the program: instructor background and personality, resources available to establish course content, and support from administration and other faculty members.

Instructor background and personality. Each person exhibits a different leadership style. The instructor must identify his/her individual leadership style and determine the best method for utilizing this expertise to empower students to recognize and develop their individual identities and personal leadership styles. The instructor must have the type of personality that facilitates interactive communication, builds self-esteem, encourages creativity, demonstrates concern and tolerance for others, earns respect by giving respect, promotes group and individual problem-solving activities, creates a positive learning environment, and continuously seeks self-improvement. Wonder Woman or Captain Marvel, right?!

Instructors who teach a course specifically designed to teach leadership skills should be actively involved in leadership roles outside the classroom, either in the community or in professional organizations. Credibility is a critical issue; students want to learn from someone who has demonstrated the ability to lead, has held positions of responsibility, and/or is well-known in the community for leadership outside an educational setting.

Course Content. Business leaders, professional organization officers, school officials, and community leaders form an excellent network of experts to consult when designing the curriculum for this course. A leadership course provides opportunities to explore a variety of leadership styles, to examine successful leaders past and present, to identify individual strengths and weaknesses, and to improve skills required for future success. It is difficult to find one source that addresses all the topics that need to be explored; however, there are numerous resources available. Extensive reading of books and magazines, such as those listed in the "Leadership Skills Reference Guide" at the end of this chapter, will be beneficial in preparing for the course and in identifying topics to include in the course. Current audiovisual materials also provide invaluable information from reputable resources on leadership and motivation. The instructor, as the role model, must demonstrate flexibility, creativity, and adaptability to change. Although the basic outcomes will remain the same, the methodology must address specific individual uniqueness. The investigation and discussion of cultural diversity and its impact on personal and professional success must be encouraged and cultivated to prepare America's students for leadership roles in a diverse global society.

Administrative and faculty support. Since the need for such a course can be validated through research, the instructor must take advantage of an opportunity to implement change by preparing a convincing proposal to

detail the need, purpose, and content of the course and presenting this document to the administration, faculty, and community. Information gathered from current books or articles describing desirable leadership qualities combined with reports on employability requirements such as the *SCANS Report* will provide documentation for a convincing proposal. Successful local businessmen and women can be valuable resources when developing the proposal to submit for curriculum review by teachers and administrators. Textbooks or resource materials, as well as examples of activities, should be included in the presentation. Selecting the topics to be covered and identifying the desired outcomes require a team effort. Interviewing a network of professionals and gathering relevant research will provide the foundation for justification of the course. Since this is a course that combines academic knowledge and skills with the affective attitudes and habits that need to be developed, it must be well planned and presented. The instructor's style and belief in the potential of all students to be leaders will be critical to the organization and success of this course. The *quality* of desired outcomes will determine the acceptance and support received from administration, faculty, and community. Course content must be related to current standards expected by the business community, locally and globally.

LEADERSHIP SKILLS: AN INTEGRATED APPROACH

When education is discussed today, much is said about "across-the-curriculum" concepts and integrating academic and vocational courses. A special course designed to teach leadership is ideal but not the only way to include the concept in the curriculum. Leadership skills can be taught very effectively across the curriculum when instructors act as leaders and facilitators as well as educators. The teacher will be able to integrate leadership into his/her classroom by identifying the types of skills that can be incorporated into existing courses, adapting methodology to reflect a facilitative approach to presenting the materials, and developing activities that encourage students to utilize the identified skills.

Methodology. When the basic curriculum required of high school and postsecondary students is examined, business educators realize that elective courses must be valid to maintain enrollment and to continue program sequence. Identification of skills that students know to be essential to their success in and out of the classroom becomes increasingly important. Verifying curriculum by involving local businesses and publicizing these results will encourage enrollment in elective programs. There are natural correlations between leadership skills and existing course offerings: communication skills and English or speech, problem-solving skills and math or lab science courses, and decision-making skills and social science courses. Business educators can assume leadership roles in working with teachers from other academic disciplines to integrate leadership skills into the curriculum and promote vocational-academic integration.

Encouraging teachers to include affective skills and concepts presents specific challenges. Changing presentation styles, retraining instructors who

are not comfortable in the affective area of education, and developing accountability methods must be addressed. The learning that takes place in every classroom can be enhanced greatly by making a few minor adjustments to the current curriculum and including activities related to affective skills.

Some skills are taught indirectly by classroom climate. Self-esteem is enhanced through the teacher's attitude and the manner in which students are encouraged to treat each other in each classroom. A smile or a daily greeting to all students as they enter the room may seem insignificant; however, it may be the only positive interaction some students have with adults that day. Catching students doing something right and recognizing it is an esteem-builder. Some students prefer private recognition rather than public announcements, and it is important to determine which is most effective with each student and to honor that preference. When complimenting or recognizing accomplishment, just as when criticizing, it is critical to the self-esteem that the *act is praised or criticized, not the person.* This practice enables students to see their valued membership roles within the class whether they make good or bad choices and decisions. Their self-worth remains intact while they examine their successes or failures.

Creativity, adaptability, and flexibility can be modeled by teachers who allow themselves the luxury of presenting a topic and turning the method of teaching and learning over to the students. Providing a variety of optional activities with a minimum of specific instructions will encourage students to become self-directed learners. Encouraging students to present the completed projects to the class develops pride, self-confidence, and an appreciation for each other's accomplishments. If, rather than having every student present a five-minute speech, students are given an opportunity to design their own style of presentation within some guidelines, they are more apt to prepare something that they believe to be appropriate to their own personality and style. Individual or small-group projects with this flexibility can be the *most* productive educational activities included in any classroom because a variety of skills are used to gain knowledge and to share that expertise with others.

Creating an environment that is tolerant of error making and supportive of error correction will assist students in developing attitudes of concern, acceptance, and respect for others. Enabling students to learn from mistakes by providing a combination of formative tasks (activities that guide instruction during the learning process) and summative activities (tasks that judge the level of achievement and determine one's grade) will enhance their willingness to try and to take risks. The emphasis is placed on learning rather than always on evaluation and grading. When these formative exercises are conducted in small-group settings, students become concerned with the ability of others to learn. They also develop an awareness of the importance of sharing and the power of team effort. Depending on the nature of the assignment, different student leaders will emerge; students learn the importance of leading *and* following.

Processing. Confluent education requires that we process each activity to help students understand the knowledge they have gained and the purpose

of the project. This processing will also assist the teacher in determining if the goals of the assignment were met. There are three steps that are effective in processing an assignment: identification, clarification, and application. Processing can be done orally or in writing, and the length of the classtime required can vary from one or two minutes to a much longer period of time depending on the importance of processing a particular activity. It is a powerful method of informal assessment, and a skill that can be adapted as students assume leadership roles of their own.

Upon completing an assignment or class period, each student will respond to three questions by writing short, simple responses on a sheet of paper. The wording may vary, but each of the three areas of processing should be included. *Identification* questions relate to the cognitive knowledge gained by the student who completes the assignment. (Example: What did you learn from the timeline we just completed?) *Clarification* questions will inquire about the affective response to the activity. (Example: How did you feel about completing your personal timeline?) *Application* questions are the most important because they ask the student to identify how the knowledge will be used in his/her own life. (Example: How will you use the timeline to your advantage when you leave this classroom? Will it have an impact on how you will set goals in the future?)

After students have written their responses, it is important that the students be encouraged to share some or all of their responses with the class. Processing is an important component of teaching leadership skills. There are no wrong answers when processing. Students own their own responses and feelings toward the assignment and learn that each person may have gained different knowledge from the same materials, may feel very differently about the project, and may use the information gained in a variety of ways. Uniqueness, creativity, communication skills, problem-solving techniques, and self-esteem can be enhanced in three to five minutes of the class period by processing the activities of the day. Students may be more willing to use processing in other aspects of their lives using this simple method of self-questioning. The application component will assist them in making better choices and decisions by hearing from others that there are alternative ways of utilizing the same information.

LEADERSHIP: THE CO-CURRICULAR APPROACH

The experiences shared by students and teachers who work together outside of the classroom through vocational student organizations (VSOs) cannot be duplicated in the classroom. Much of the preparation, knowledge, and skills that are taught in the business classroom will impact the success or failure of the activities developed by the vocational student organization chapter. Students deserve the opportunity to develop leadership skills, self-awareness, and team participation. Many students need vocational student organizations like Future Business Leaders of America-Phi Beta Lambda, Distributive Education Clubs of America, and Business Professionals of America because they choose not to become involved in other extracurricular

activities. There are large numbers of students who take advantage of all types of co-curricular and extracurricular activities; however, many students gain skills from their experiences with a single organization.

As a local, state, and national FBLA adviser, I have shared many exciting, fulfilling hours with students who were not involved in any other school activities outside of their classrooms. These students gained valuable leadership skills through their involvement with FBLA, an organization with the following goals:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of students in themselves and their work.
3. Create more interest in and understanding of American business enterprise.
4. Encourage members in the development of individual projects which contribute to the improvement of home, business, and community.
5. Develop character, prepare for useful citizenship, and foster patriotism.
6. Encourage and practice efficient money management.
7. Encourage scholarship and promote school loyalty.
8. Assist students in the establishment of occupational goals.
9. Facilitate the transition from school to work.

Business leaders today are looking for employees with these types of beliefs and values, and VSOs develop pride and professionalism that will benefit young people in their chosen careers. Students who have been active members of a vocational student organization will serve as tomorrow's leaders because of today's shared experiences.

In addition to the common goals that are shared by FBLA members and advisers, a code of ethics is established and should be the foundation for this co-curricular educational experience. Business has been criticized for unethical behavior; education has been criticized for not teaching ethics. As a method of preparing students for their future endeavors, the remainder of this chapter will be devoted to providing suggestions for activities to build leadership skills and ethics into the co-curricular experiences of an FBLA chapter or any other vocational student organization. The FBLA Code of Ethics is used as the example; other organizations will be able to adapt the activities to fit the established code of ethics developed by their association. Ethics is an important component to emphasize when approaching administrators, parents, and community leaders. Employers are seeking employees who understand the value of ethical behavior and personal and professional development.

I will be honest and sincere. As this chapter develops, the importance of the adviser as a role model becomes increasingly evident. Ethical behavior must be personified by all adults who work with students in and out of the classroom. Those who educate students must be constantly aware of the perceptions of students; therefore, it is essential to build the type of rapport with students that builds trust. Boundary breaking, the *Ungame*, and the *Book of Questions* are examples of activities that encourage students and teachers to get to know one another in a relaxed atmosphere that allows honest, sincere responses to questions and situations that begin the trust-building

process. Repeating these types of activities periodically and processing them as described in an earlier section of this chapter will maintain the type of atmosphere that is desired.

I will approach each task with confidence in my ability to perform my work at a high standard. Students and advisers need positive actions and successes reinforced. Building self-confidence and establishing high expectations for all students are important; the adviser must provide the type of guidance and support necessary to allow students to grow as they attempt new programs. One of the most difficult tasks of an adviser has to be to allow the students to grow without stepping in and taking over if things begin to waiver.

A national president of FBLA once pointed out that failure is an important part of the learning process, but it is not easy for advisers to allow students or projects to fail. Advisers must provide the guidance and support but not the manpower to accomplish the tasks; members need to be allowed to lead and manage the projects, enjoy the success, and learn from less successful activities. This situation allows self-confidence and coping skills to be developed. Processing all activities, whether successes or failures, is vital and is the responsibility of the officers and advisers.

I will willingly accept responsibilities and duties. Clearly defined duties and responsibilities are critical for members, officers, committee chairs, and advisers. They may be developed by national organizations, state associations, and local chapters; but their existence and their use is vital to the success of each member's learning and growing experience in an organization. Chapter goals, committee assignments, and officer duties must be in writing and must be reviewed so all participants are aware of the expectations. This type of written documentation enables all involved to assume some responsibility for the success of the chapter; everyone can provide assistance to those who are in need of help. Establishing interpersonal communication networks and enhancing the success of a chapter is the responsibility of the entire team. Team building can be accomplished only if all members have a clear understanding of each member's roles and responsibilities.

I will seek to profit by my mistakes and take suggestions and criticisms directed toward the improvement of myself and my work. Building trust, establishing clearly defined goals and objectives, and developing teamwork and cooperation throughout the year's activities will enable students and advisers to learn from mistakes, accept suggestions, and experience self-improvement and chapter success. It is the responsibility of the officers and advisers to develop a wide variety of activities to involve students with various interests and abilities. A diverse program of work that is planned by the officers and key members of the chapter and that includes civic or community involvement, professional growth experiences, service-oriented opportunities, and social activities will provide opportunities for all students to select something of interest to them. Identifying the special skills and strong interests of all members can be accomplished through member surveys early in the year or through the trust building question-answer activities. As the students and advisers work closely to complete a plan of action, interpersonal

communication and teamwork will develop, and the chapter as well as the individuals will prosper. Conflict resolution is often necessary as projects are attempted, and individuals are encouraged to learn and grow together.

I will abide by the rules and regulations of my school. Student leaders do not always hold offices in organizations; they are often the active members in associations, those individuals who are the workers. These young people are the strength of vocational student organizations and the strength of the school. The pride with which they complete their school work, their committee work, and their personal responsibilities impacts the climate of the entire school. It is critical that chapter activities are promoted in the school and in the community; receiving recognition for living within the established rules of the school and community needs to be positively acknowledged. Catching students doing things right will impact the reputation of the chapter and the students within the entire organization. Working closely with the administration to maintain high standards for participants in all student organizations will enhance the image of involvement in all extra- or co-curricular activities.

I will exercise initiative and responsibility and will cooperate with my employer and fellow workers. Teamwork and cooperation are the essence of successful student organizations as they are essential to the success of a business or school. VSOs offer students (employees) and teachers (employers) and administrators (managers) an opportunity to learn the value of creativity, initiative, and dedication in establishing and accomplishing common goals. Discussing the importance of teamwork and cooperation does not begin to have an impact that equals to actually experiencing a project that has been created, planned, organized, and finished because of the hard work and dedication of the members of a group. The importance of an individual's contribution to a project becomes apparent when someone neglects his/her responsibilities and the others must "pick up the pieces." Total Quality Management is based on the worth and importance of the opinions and value of each individual; VSOs can be an excellent introduction to this style of management.

The evaluation process becomes critical to the learning process: Was the project successful? If so, why? If not, what could we have done differently? How can we improve the same project if we attempt it next year? Processing, evaluating, and documenting must follow each major activity; members and advisers will learn from each other and will learn from the experiences they have shared.

I will dress and act in a manner that will bring respect to me and to my school. Promoting personal pride in appearance, organizing programs that encourage respect for others, and networking with the business community encourage students to learn the habits and attitudes their future employers will expect: professionalism. Career fairs, field trips to successful business enterprises, panels of business professionals, and attendance at the conferences held by state and national associations provide opportunities for students to witness and to participate in professional activities.

High expectations for students must be modeled by the advisers and

speakers who address the members. Role modeling and appropriate actions will build mutual respect among students, teachers, businesspersons, and administrators. Respect must be earned, and opportunities must be provided to assist students in developing the types of relationships with adults that will encourage mutual admiration, pride, and professionalism. Mentoring and job shadowing programs are invaluable in developing networking between chapters and local businesses. Students who are allowed to work closely with individuals in a career of their choice gain the type of experiences that will enable them to make informed career-planning decisions.

I will seek to improve my community by contributing my efforts and my resources to worthwhile projects. Service to school and community are components of a successful vocational student organization. Giving of one's self to others and to the improvement of school or community develops feelings of self-worth that cannot be gained through textbook assignments. The most valuable of lessons are learned by identifying a problem that is specific to a chapter's school or community, defining possible solutions, developing plans of action to make a difference, and following through with one or more of these plans. Homeless issues, addictive behaviors, or recreational activities might be items on which chapters can focus their attention.

One of the real criticisms of education by students is their inability to determine the relevance of what educators ask them to learn. Participating in the solution of real problems or becoming involved in projects that impact the quality of life in their own school or community makes education relevant. These experiences develop concerned citizens at a young age, and these students are the individuals who will continue to deal with issues related to the environment, disease control, international relations, and other critical issues facing the world.

LEADERSHIP: AN ADVISER'S OPPORTUNITY TO GROW

Teacher-education programs too often focus only on the technical skills required to teach subject-specific skills: keyboarding, word processing, accounting, and so forth. Active involvement in FBLA, NBEA, and other professional organizations gives educators the incentive to develop personally and professionally and to share those changes in attitude and ability that are necessary to adapt to the changing classroom of today.

Professional organizations provide opportunities for students and advisers to experience success as individuals and as a team. Educators who encourage and empower students to participate are empowered by the shared success of their students. Local advisers have the opportunity to assume state and national leadership positions and effect change in the associations, which impacts the development of relevant classroom activities and chapter projects.

THE LEADERSHIP IMPACT

The value of teaching leadership in and out of the classroom impacts the students, the teacher, other educators, the school climate, and ultimately the quality of life in the community. Positive self-worth, belief in the ability of an

individual to make a difference, and habits and attitudes that affect an individual's ability to succeed are the key components of "teaching leadership." The most effective way to "teach leadership" is to develop the types of attitudes and habits that model the behaviors desired, to provide the variety of activities and learning experiences that allow students to be creative and solve problems, and to establish co-curricular organizations that expand the educational opportunities through realistic projects that impact school and community pride and progress.

Business educators have a responsibility to accept the challenges of the business community to prepare better employees for the future. Leadership skills will have long-lasting benefits for individuals, companies, and communities. VSO advisers have unique opportunities to inspire personal and professional excellence by role modeling leadership behaviors and empowering their students and fellow educators. Leaders empower; educators are leaders.

LEADERSHIP SKILLS REFERENCE GUIDE

The key to teaching leadership skills is to be flexible and creative; therefore, pick and choose the resources that best suit your own style and the needs of students. The business section in any bookstore or the local library can provide additional options.

Bennis, Warren. *Why Leaders Can't Lead*. Jossey-Bass Management Series. (leadership).

Blanchard, Kenneth, and others. *The One Minute Manager* & *The One Minute Manager Meets the Monkey*. William Morrow & Company. (time management and leadership).

Brown, W. Steven. *13 Fatal Errors Managers Make and How You Can Avoid Them*. The Berkley Publish Group. (management).

Choices and Challenges. Advocacy Press (gender equity issues).

Dick, Jane, and Doody, Mary. *Fast Forward, A Self-Esteem Program*. J. Weston Walch. (self-esteem activities).

Gendler, J. Ruth. *The Book of Qualities*. Harper and Row Publishers, Inc. (motivation).

Johnson, Spencer, and Johnson, Constance. *The One Minute Teacher*. (teaching strategies and motivation).

Keirsey, David, and Bates, Marilyn. *Please Understand Me*. Promoetheus Nemesis Book Company. (personality types).

McGinnis, Alan Loy. *The Power of Optimism*. Harper & Row. (leadership and motivation).

Peters, Tom, and Austin, Nancy. *A Passion for Excellence*. Warner Books, Inc. (leadership).

Roger, John, and McWilliams, Peter. *Life 101*. Prelude Press, Inc. (leadership/motivation). Also available on audio tape.

Roger, John, and Williams, Peter. *Do It! Let's Get Off Our Buts*. Prelude Press, Inc. (leadership and motivation). Also available in audiotape.

Wallace, Harold, and Masters, L. Ann. *Personality Development for Work*. South-Western Publishing. (work ethic and behaviors).

Zerafa, Judy. *Go For It!* Workman Publishing Company. (motivation).

Magazines and journals are also beneficial: *Working Woman, Success, Fortune, Inc.*, and other similar publications.

Organizations: NBEA, AAUW, AVA, ASCD, Chamber of Commerce, etc.

CHAPTER 4

Planting the Seeds for Future Business Education Leaders

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Preparing future business education leaders requires early identification, mentoring, and training of individuals with high educational, ethical, and moral standards. We have to prepare future business education teachers to teach for and about business. They need to be equipped to instruct in business education from kindergarten through high school, community college, and four-year colleges and universities. Additionally, they need to become leaders in the classroom, the school, and the profession at the district/region, state, and national levels. This chapter profiles the preparation of effective business education leaders and portrays how portfolio development can enhance and enrich the preparation, training, and leadership development of future business education teachers. It also extends an invitation and outlines a plan for business educators at every level to identify, recruit, and mentor potential future business education teacher leaders.

PREPARING FUTURE BUSINESS EDUCATION LEADERS

"This We Believe About Business Teacher Education," the 1988 statement of the Policies Commission for Business and Economic Education, identified a six-part framework for business teacher education. The policy statement provided an outline for achieving excellence in business teacher education and set forth the following elements for the business education curriculum: subject mastery, professional knowledge, professional experience, school-to-work transition, multicultural and international dimensions, and professional responsibility (Policies Commission for Business and Economic Education, 1988).

Subject matter mastery. The subject matter base for business education candidates at the undergraduate level must be developed around key concepts in the common body of knowledge as defined by the American Assembly of Collegiate Schools of Business (AACSB). This includes undergraduate courses in production, marketing, finance, economics, legal environment, ethics, accounting, quantitative methods, management information systems, organization theory, interpersonal communication, and business policy. Future business teachers must also be capable of teaching and using technology to provide leadership in the selection and use of technology at all

levels of instruction and in providing input when administrative technological decisions are made, when technology laboratories are constructed, and when technology curricula are developed (Bartholome, 1992). Business teachers ought to have a comprehensive understanding of other business subjects taught at the high school and community college levels to prepare students for careers in business at the various educational levels. If these skills and knowledge are not offered in undergraduate business college/university programs, they may be obtained at junior/community colleges. Re-entry and career-change candidates may satisfy requirements through competency testing. In addition, future business-teacher leaders have to obtain current high-quality, relevant, business-related work experience. This experience may be acquired through summer internships or cooperative work experiences offered through the college or university.

In 1987, a task force of the National Business Education Association developed the *Business Teacher Education Curriculum Guide*. The guide detailed a list of necessary competencies for business education teachers, which includes AACSB's five subject areas. In the guide, the eight major roles of the business teacher were identified as: curriculum development, instruction, evaluation, management, guidance, interpersonal relations, student organizations, and professional development (National Business Education Association, 1987). These recommendations were based upon the official NBEA subject matter competencies recommended for business teacher education in kindergarten through grade 14.

Professional knowledge. Professional development of business education teacher leaders requires rigorous teacher education that includes a common body of knowledge associated with teaching. Business teacher education is an integral part of the total teacher preparation enterprise in higher education. Furthermore, business teachers need to demonstrate commitment to discovering and disseminating knowledge that constitutes the primary mission of higher education.

Business education teacher leaders need to understand the fundamental concepts of human growth and development; principles and theories of learning, instruction, and evaluation; historical and philosophical development of business education; and the nature and scope of professional development. Future business educators had better be well trained in the methodology of the subject area as well as methodology of skill learning and concept and theory learning. In the context of a school or district's curriculum, the teacher must convey the value and substance of subject matter to students. This means that business teachers need to use methods and materials that are most appropriate for the particular content to be taught. They need to link technology with new thinking about education and teaching with greater emphasis on visual learning.

Effective instruction is the major responsibility of the business teacher. Therefore, future business education leaders need to learn what makes an effective teacher:

- Clarity in presentation (logical, step-by-step order; clear and audible delivery free of distracting mannerisms)

- Variety in instruction (variability in instructional materials, questioning, types of feedback, and teaching strategies)
- Task orientation (content achievement orientation as opposed to process orientation, maximum content coverage, and time devoted to instruction)
- Engagement in the learning process (maintaining on-task behavior limiting opportunities for distraction, getting students to work on, think through, and inquire about content)
- A moderate-to-high success rate (60-70 percent of time spent on tasks that afford moderate-to-high levels of achievement).

Future business teachers should also know that catalytic behaviors such as using student ideas, structuring, questioning, probing, and enthusiasm also contribute to effective teaching and are more effective with some students than others (Borich, 1988).

Professional experiences. Professional experiences must be designed to help business teacher candidates relate the knowledge acquired in teacher education to the actual teaching experience, to apply the principles of learning to the organization of instruction, and to develop effective teaching skills. The most effective and realistic teacher preparation programs are organized in field-intensive relationships with public schools. Field experiences must be planned and supervised by business teacher educators from early field experiences, as a sophomore or as a prerequisite to a teacher preparation program, through field-based student teaching and the student teaching seminar. Prospective business education teachers ought to be given an opportunity to observe and/or teach in a variety of educational situations —elementary, intermediate/junior high school, secondary, vocational-technical, and private schools.

Reflection is the practice or act of analyzing our actions, decisions, or products by focusing on our process of achieving them. Planned and supervised field experiences train and permit the future business teacher leader to practice three types of reflection. They are:

1. *Reflection-on-action*—reflecting on practice and on one's actions and thoughts, undertaken after a practice is completed
2. *Reflection-in-action*—reflecting on phenomena and on one's spontaneous ways of thinking and acting in the midst of action
3. *Reflection-for-action*—the desired outcome of both previous types of reflection (Killion and Todnem, 1991).

Reflection allows the future business teacher to look at techniques and face frustrations to improve instruction and help students. Future business education teacher leaders need to be guided in thinking and writing reflective statements that analyze and extrapolate; deeper reflection will come with continued practice and guidance. As the business education student teacher reflects more, the assignments given are more reflective, and thus students are also required to develop reflection skills.

Field experiences ought to be provided with experienced business education master teachers in excellent business education programs at the appropriate levels. An excellent business education program would include:

- Comprehensive program design and content
- Sequential courses leading to completion of a career-vocational education program
- Current and relevant instruction
- Leadership and citizenship development
- Practical application of occupational skills
- Qualified and competent teachers
- Professional development
- Facilities, equipment, instructional materials, and supplies
- Community, business and industry involvement
- Career guidance
- Program promotion
- Program accountability
- Program review and planning (California State Department of Education, 1988).

School-to-work transition. In no other subject area is it more important for future leaders to be aware of and up to date on the demands of the workplace. Future business education leaders must be well prepared in current and emerging technological developments. They need to understand the implications of interpersonal relations and be able to make decisions about what is learned most effectively in school and what is best learned on the job. They have to evaluate and modify the content and pedagogy of their courses accordingly. To achieve this goal, future business educators must acquire meaningful work experience and be able to update that work experience regularly as well as provide their capstone students with opportunities for experience through cooperative education programs. This requires an ability to develop close working relationships with business and industry through advisory boards and other professional and business organizations. Student teachers need to be placed for field experiences in business education programs with active advisory boards and be given the leadership opportunity to assist with the advisory boards in preparation for planning, organizing, and implementing their own advisory boards.

Furthermore, future business education leaders need to provide employers with the well-prepared employees they desire. The United States needs a new kind of worker to compete in the global economy. Employers want employees who can learn; who have listening and oral communication skills; who show competence in reading, writing, and computation; who can adapt to creative thinking and problem solving; who possess the personal management skills of self-esteem, goal setting, motivation, and career development; who show group effectiveness through interpersonal skills, negotiation, and teamwork; and who show organizational effectiveness and leadership (American Society for Training and Development, 1988).

The final report of the Secretary's Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance* based on

its 1991 report, *What Work Requires of Schools*, identified three foundation skills for workplace know-how:

1. *Basic Skills*—reading, writing, arithmetic, mathematics, speaking, and listening
2. *Thinking Skills*—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems
3. *Personal Qualities*—individual responsibility, self-esteem and self-management, sociability, and integrity.

According to SCANS, these foundations skills must be developed by using five competencies: resource management, interpersonal skills, information processing, systems design and evaluation, and use of technology (Secretary's Commission on Achieving Necessary Skills, 1992).

Future business education teachers must assume the role of facilitators—teaching students how to learn. Student teachers need to be given an opportunity to work closely with academic (English, mathematics, and science) teachers to achieve business and academic integration and reconstruct training so that it contributes more than it has in the past to the development of students' thinking and reasoning skills. Student teachers need to be taught to develop and implement curricula so that knowledge and skills of two or more subjects, such as academic English and hands-on word processing, or math and economics, are closely related in lessons or units of study. Business education student teachers should be encouraged to acquire authorizations to teach in high-demand academic areas such as mathematics and English.

Multicultural and international dimension. Business teacher education must be approached from a global perspective. With the growing cultural and ethnic diversity of today's world, it is imperative that future business teachers acquire knowledge of the worldwide dimension in order to understand, appreciate, and work with other peoples and cultures.

Eighty-three percent of tomorrow's workforce, according to the Population Reference Bureau (1985), will be composed of people of color, immigrants, or women. Our nation's economic well-being is dependent on ensuring that every student—including those with whom we have had the least success in the past—achieve sufficiently to be effective and productive in the workplace. Business teachers need techniques and strategies such as cooperative learning: Think-Write-Pair-Share, Round Table/Round Robin, Co-Op Co-Op, Student Team Achievement Divisions, Teams-Games Tournament, and Jigsaw and Jigsaw II. These strategies can ensure that every student achieves his/her full capacity at a time when population projections define a world markedly different from the present. In 1980, 27 percent of public school students across the nation were ethnic minorities. This figure is expected to increase to 33 percent by the year 2000 and to 48 percent by the year 2020. Minority students are predicted to constitute a majority of the school population in at least 10 states by 2000. Currently, more than one-half of the public school population in large cities is made up of culturally diverse groups. Business educators ought to develop teaching strategies and techniques that accommodate different learning styles and integrate cultural experiences and activities into classes. Future business education leaders

must engage in multicultural study and experiences that include basic concepts, issues, and terms in multicultural education and should have access to information on ethnic-racial groups. Therefore, in their studies in multicultural education business education students should:

1. Study second-language acquisition and approaches to successfully educate linguistically diverse students
2. Learn to teach literacy across the curriculum
3. Learn to teach subject-area content to limited English proficient (LEP) students the intermediate level of English proficiency
4. Learn modified teaching procedures to contextualize the content so that it is comprehensible to the diverse student.

During fieldwork experiences, business education student teachers should gain experience in:

1. Teaching students from diverse ethnic, cultural, gender, linguistic and socioeconomic backgrounds
2. Teaching literacy across the curriculum, using pre-reading, reading and post-reading strategies
3. Modifying subject-area content for LEP students
4. Using visuals, modeling, modifications in lesson delivery, skeleton outlines, study sheets, graphic organizers, summaries, explanations of test materials, maps of readings, summaries of presentations or readings, cooperative exercises, and supportive question strategies that become progressively more challenging
5. Reading, discussing and reflecting on the educational experiences (case studies) of students from diverse groups.

Furthermore, incorporating teaching strategies and techniques into the business education curriculum is the simplest and least-costly approach to solving the problems of integrating academic and vocational education, while teaching the diverse student population and preparing students to meet employers' needs.

Professional responsibility and accrediting agencies. Professional responsibility begins early in the careers of future business teachers—perhaps as early as junior high and high school. Excellent opportunities are provided through Future Business Leaders of America (FBLA), Business Professionals of America, and DECA at the high school level, and Phi Beta Lambda (PBL) at the college and university level. These organizations provide some of the first opportunities for future business education leaders to practice leadership skills. Potential business education candidates should be encouraged to hold leadership positions in student organizations, attend and actively participate in district, state, and national conferences, and engage in competitive events. Business education student teachers should be placed for field experiences and student teaching with master teachers who are student organization advisers and in schools where student organizations are an integral part of the business education curriculum. They ought to be permitted to assist with the advisory process in preparation for sponsoring their own student organizations.

As part of their formal teacher preparation training, business education student teachers should become student members of their district/region, state, and national professional business education organizations and actively participate in professional organization meetings, seminars, workshops, and conferences.

The business teacher education curricula need to meet and abide by the common body of knowledge and professional competence that business education graduates need to possess as established by the guidelines of the National Council for the Accreditation of Teacher Education (NCATE), National Association of State Directors of Teacher Education and Certification (NASDTEC), National Association for Business Teacher Education (NABTE), and American Assembly of Collegiate Schools of Business (AACSB). The *Business Teacher Education Curriculum Guide* developed by the National Business Education Association (NBEA) should be a basic resource in evaluating business teacher education programs.

PORTFOLIO DEVELOPMENT

A personal portfolio developed along the lines of the six-part framework for business teacher education and the competencies set forth in the *Business Teacher Education Curriculum Guide* can greatly enhance and enrich the business teacher preparation program and leadership development of future business education teachers. Ideally, a teaching portfolio is a collection of the richest portrayals of teaching performance, using multiple sources of evidence collected over time.

Portfolios serve product and process functions. As products, they can demonstrate a student teacher's work to peers, faculty, supervisors, and prospective employers. They constitute a record of achievements that is richer and more illustrative than a transcript. Portfolios are a process because they can be significant in developing reflection. The process of producing a portfolio provides multifaceted opportunities for the future business teacher's reflections on his/her experiences.

The portfolio can be used as a vehicle for organizing and presenting the student's work for student and program assessment as well as serving as a real asset to student teachers when searching for a teaching position or applying to graduate programs for advanced study. The portfolio also serves as documentation of the student's teaching evolution and competence and affords an opportunity for enhancing reflection on practice.

The portfolio process forces student teachers to evaluate their work—to consider in retrospect what they did, how they did it, how students responded, how they improved, what worked well and not so well. This process of reflecting on the many elements involved in being a successful business teacher helps student teachers develop a habit, an approach to problem solving, decision making, and leadership development, which research suggests contributes strongly to being fully effective business teachers and leaders.

Furthermore, the portfolio process, the actual gathering of data and material,

provides the students with organized, tangible evidence of their work, how they have grown, and what they have accomplished. The portfolio provides future business teachers with a portrait of their growth in knowledge and teaching expertise. Future business teachers should view this portfolio as the beginning of a career-long process of substantiating their professional growth and leadership development. This is particularly critical in light of the realities of the National Board of Professional Teaching Standards and the likelihood of portfolio assessment as part of the process of Board Certification. Many school districts and states are now moving to use this process as part of their induction procedures for beginning and new-to-the-district teachers. The job-search process can be enhanced when business education student teachers are able to present a well-organized product portfolio that documents their abilities and professional excellence. Sharing the portfolio in an interview with an administrator can stimulate additional discussion and questions. In addition, candidates can give potential employers insight into their thinking and problem solving/self-evaluating skills through the portfolio.

A portfolio should be started in the undergraduate prerequisite early field-work class (as a sophomore or in the prerequisite class to a teacher preparation program) and ought to be developed throughout the business teacher preparation program and the business teacher's education career. The portfolio can be developed with entries organized into sections to show competency in the eight major roles of the business teacher as identified in the *Business Teacher Education Curriculum Guide:* curriculum development, instruction, evaluation, management, guidance, interpersonal relations, student organizations, and professional development.

It is particularly effective to divide the portfolio development into three phases. Phase I (Construction of Beginning Portfolio), Phase II (Collection/Reflection), and Phase III (Product Portfolio/Executive Summary). In Phase I (during early field experience) the business teacher candidate assembles the materials needed for the portfolio. This author recommends: a 2- or 3-inch, dark, 3-ring notebook with dividers. It is suggested that the front cover be plain or be imprinted with the university emblem and the student's name in a professional type style. Paper protectors (plastic sleeves) that allow papers to be inserted and removed are useful. The data in the portfolio ought to be keyboarded with appropriate side margins (four sides) with the student's name and page number at the top of each page. The documents should be printed on a laser printer. Preparation of the portfolio provides an excellent opportunity for business education student teachers to illustrate what they can do with desktop publishing and graphics packages. Furthermore, it gives insight into the student's skills in planning, organizing, and writing. The portfolio should be organized in a manner that is attractive and legible but maintains the individuality of its owner. The divisions of the portfolio might consist of: Title Page, Introduction (defining portfolio, the sections, and the reflections), Table of Contents, Personal and Professional Statements, Content Mastery and Pedagogy, Evidence of Short/Long-Term Planning and Presentation Skills, Classroom Organization and Management, Student Specific Pedagogy, and Evaluations and Recommendations.

As part of the early teacher preparation courses (early field experiences and introductory pedagogy courses), students ought to be taught to reflect upon writings. They should summarize and analyze educational experiences such as classroom observations, attendance at school board meetings, and student activities for inclusion in their portfolio. Although students may decide to omit these items from the finished portfolio, they are rare opportunities for professors to instruct and guide students in becoming reflective practitioners.

In Phase II (during the teacher preparation program), the student collects actual artifacts of teaching and learning and reflects on the meaning of each. However, the portfolio is not a scrapbook. Portfolios enable future business education teacher leaders to capture their unique teaching style and philosophy in its authentic context. Furthermore, it allows a future business education teacher leader to become a reflective practitioner through the opportunities it affords for self-reflection and analysis. Guidance is necessary at first. Future teachers need to be assisted with the reflective process. They need to be shown how to date artifacts, explain why articles are included, and describe how they were developed. Thoughtful reflection requires time, thought, and guidance. Portfolio reflective statements serve as a growth-indicating self-assessment and a tool to develop thinking processes. Each entry in the portfolio should have a reflective statement. The reflective statement may be on a 3 x 5 index card and may be only one paragraph. It should summarize why the document or item is an example of the student's growth as a professional and how it helped the student improve. The student should reflect on the entry and why the entry represents his/her movement to mastery in the given section/area in which it was placed in the portfolio. The professor's assignments in courses that require reflection contribute to reflective portfolio entries. Every piece of material in the portfolio needs to have an explanation for inclusion. Those portfolios that do not include mediated thinking (reflective statements) are of little value. The following are examples of possible entries to be included in the personal portfolio:

POSSIBLE PORTFOLIO ENTRIES

Content Area—Personal and Professional Statements

- Resume
- Philosophy of Education and Business Education
- Professional Education Goals and Objectives
- Professional Awards
- Professional Growth Plan for Leadership
- Professional Growth Activities

Content Area—Content Subject Mastery and Pedagogy

- Description of Subject Matter Proficiency
  - Subject Matter Preparation in Business Education
  - Coursework (Transcript highlighting Business/Technology Training)
  - NTE Exam (Professional Knowledge Score & Percentile)
    (Specialty Area Test Score & Percentile)
  - Credentials and Supplements (Academic Areas)

Description of Professional Education Coursework & Fieldwork
Description of Related Work Experience in Business and Industry
Description of Technology Background and Teaching (Computer Hardware and Software)
Plan/Project for Development of a Technology Classroom
Reading and Multicultural Projects

Content Area—Curriculum Development/Instruction
Evidence of Short/Long-Term Planning and Presentation Skills
Block Plan, Plan Book, and/or other written evidence of long-term planning outlines
Plan for a unit of instruction and evaluation
Five examples of daily lesson plans for a unit of instruction and evaluation
Three examples of daily lesson plans integrating academic/vocational education and evaluation
Evidence of individualized lesson planning (sample lesson/s) and evaluation
Provisions for dealing with multicultural classroom (sample lessons) and evaluation
Video tape of presentation skills with peer and self-critique of tape
Snapshots of classroom life
Portfolios of students
Student papers, tests, and projects
Sample evaluations

Content Area—Classroom Leadership and Rapport
Classroom Management Plan
Critical Incident Report
Letter to Parents
Profile of a Student At Risk

Content Area—Leadership and Professional Development
FBLA/DECA/PBL Experience High School/College
FBLA/BPA/DECA Adviser Training/Experience
Professional Organizations
Memberships
Attendance
Participation
Advisory Board Experience
Attendance & Participation in Advisory Board Meetings
Plan for Developing an Advisory Board

Content Area—Evaluations and Recommendations
Mid-Term/Final Evaluations Student Teaching from University Supervisor and Master Teacher/s
Letters of Recommendation
Principals
Former Employers

Phase III of the Product Portfolio/Executive Summary is developed in the final semester or quarter of the business education teacher preparation program (usually the student teaching seminar class). Here the candidate polishes and refines the portfolio. While the process portfolio is excellent to show objectives, growth, achievement, and mastery, the product portfolio should demonstrate in three to five entries in each section the business education candidate's proficiency and leadership qualities. Each student selects those items that he or she feels most adequately presents his or her preparation and training. In addition, the following are added: an Executive Summary, Introductions to the Primary Sections (Professional Responsibility, Subject Mastery and Pedagogy, Curriculum Development Instruction, Classroom Leadership and Rapport, Leadership and Professional Development, and Evaluations and Recommendations), and a Conclusion.

The Executive Summary is placed at the front of the portfolio. It is a capsulized version of the entire portfolio. It affords the reader a good first-cut understanding of the material. It gives the reader a relatively sound understanding of what will be presented in greater detail throughout the portfolio. It needs to be written after the portfolio is completed. It is only after the entire portfolio has been thought through and written that one is able to capsulize effectively and concisely. It should provide highlights of the portfolio on a section-by-section basis.

The introduction should give the reader a brief look at the future teacher's development and growth as a professional educator and leader. It should introduce the sections and, at the beginning of each section, give a brief statement that reflects the student's thoughts, ideas, and knowledge related to that section. Also, each section may include examples of the student's achievements related to that specific section. Each section should provide the reader with evidence of the student's professional growth, personal development, and degree of preparation for entrance into the profession. The conclusion ought to summarize uniqueness of the student's portfolio, reflect on the student's mastery in the areas presented, and reaffirm his or her potential as a future business education teacher leader.

A particularly effective final activity is to require student teachers to present the portfolio to the faculty and fellow student teachers. This presentation is a micro-interview where the student teachers present the best of their portfolio in a limited time frame (10-15 minutes). It is suggested that the presentation be video taped and included in the portfolio. Peer interaction/sharing is valuable as a rehearsal for interviewing. Students begin to think of this activity as a means of presenting themselves to potential employers.

It is suggested that portfolios be evaluated utilizing criteria from the National Board for Professional Teaching Standards. Board Certification teachers. These require that teachers:

1. Be committed to students
2. Know their subject matters and how to teach them
3. Manage and monitor student learning
4. Think about and learn from practice

5. Participate in learning communities.

A scoring criterion sheet can easily be developed using the Board standards. For example, a five point scale could be used: 1=unacceptable, 2=weak, 3=adequate, 4=proficient, and 5=superb. Grading and scoring attention may also be given to the student's organization, writing clarity, persuasiveness, and attitudes and values expressed in the portfolio. It is recommended that the portfolio count for 10-30 percent of the student's grade in Phase I, 50 percent in Phase II, and 75-80 percent in Phase III.

INVITATION TO BUSINESS EDUCATORS

In order to continue into the next century in a leadership position in business education, business educators at all levels (elementary, junior high/intermediate school, high school, community college, and college/university) must be committed to planning, developing, and implementing effective strategies for attracting quality teacher education candidates to business teacher education programs. Through the years some of the future business education teacher candidates showing the most potential and insight were those identified by their business education teachers at the high school, community college, and four-year colleges and trained in the those business education programs. As the business education force "grays", we must adequately and properly plan our replacements. As leaders exit programs at all levels—high school classrooms through university business teacher preparation programs—qualified business education leaders need to be available to fill the vacancies. We must plan for strong business education replacements so that our programs and our profession continue to survive and prosper. Unless we produce an adequate number of well-trained business education future leaders, we may well become an endangered species. Bright, energetic, enthusiastic candidates, who are representative of the population, need to be identified, recruited, mentored, and trained. Business educators at all levels need to develop strong linkages with alumni, colleges and universities, legislators, regional, state, and national professional organizations, and state and federal agencies to facilitate the process.

What you can do as a business education leader at any level:

1. Identify an individual who is representative of the population at your level, who indicates potential as a business education teacher leader, that you can recruit, encourage, serve as a role model and mentor for that individual toward becoming a future business education teacher leader.
2. Provide opportunities for that mentee to participate in and conduct business teacher leader activities with you and your colleagues through student organizations and professional organizations.
3. Introduce your mentee to a reputable business teacher education program at a college or university.
4. Through your business and industry advisory board and regional, state, and national associations initiate scholarships to provide monies to mentees for educational expenses.

5. Include your mentee in district/regional, state, and national professional association meetings and conferences.
6. Plan, organize, and implement as part of your student organization (FBLA, BPA, DECA, PBL) at the local, state, and national levels future business teacher competitions such as mini teaching demonstrations.
7. Encourage your mentee to engage in professional development with you by participating in activities such as reading professional literature and attending conferences, workshops, and seminars.

Strategies and techniques need to be developed for attracting outstanding high-quality nontraditional students into the business teacher education profession. Only by identifying those interested students with teaching potential will we be able to produce future business education teacher leaders. These recruitment and mentoring activities can be one of the most rewarding and worthwhile professional activities you have ever undertaken. The future of the profession depends upon well-prepared business teacher leaders who are willing to accept responsibility for leadership in the profession. The payoff will ensure business education a leadership position in the next century.

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CHAPTER 5

What Does Business Have To Say About Leadership?

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As we approach the end of the 20th century, American business hungers for leadership as never before. There are a number of reasons for this pressing need, all involving changes in the way we do things.

BACKGROUND

Competition. We are faced here and abroad with determined competition in the vital areas of technology, quality assurance, cost control, and employee motivation. American business requires improved technologies and is quickly developing them. This is giving rise to a new kind of employee, one who has informational rather than manual skills. Automation has arrived both on the factory floor and in the office.

Management. Traditionally, American business policy was set on a top-down basis. A group of executive elite, called "top management," made the major decisions. These were conveyed through various hierarchial levels to so called "first line" management, who conveyed them to the nonmanagerial employees. To a great extent this still exists. However, some of our most successful foreign competitors operate in a different manner, favoring consensus management.

While no democracy, consensus-based management does encourage decision-influencing input from all employee levels. This management concept has gained disciples among American managers. Books and seminars on Japanese style management abound. Meanwhile, psychologists, behaviorists, and industrial theorists have developed their own managerial theories that are finding greater support in American management circles.

Unions. Most industries and a number of professions have a second locus of power, unions, which by definition are groups of nonmanagement employees. In the past 10 years, no change in U.S. industrial relations has been more dramatic than the shift of power away from labor unions. Union influence has decreased in terms of both total membership and bargaining ability.

Out-sourcing. Competitive pressure and increased profit opportunities have encouraged American companies to out-source lower-skilled tasks. In some cases this means farming out some operations to other firms on a contract basis. In others, it involves replacing full-time, salaried personnel with part-time, hourly employees requiring less salary and fewer fringe benefits.

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In the extreme, it can mean relocating entire manufacturing operations to lower cost parts of the country or even to other countries.

Defense industries. Long a very large factor in the U.S. economy, defense-related industries will probably decline in importance. This is good news; instead of weapons, they can now produce things people want. However, there will be considerable disruption while defense contractors re-tool for alternative production. Furthermore, new ways of doing business will be needed for such suppliers. It's one thing to supply products for a very limited range of sovereign customers like armed forces and quite another to respond to a market-driven demand.

Foreign trade. Foreign trade has become more important to American business in the last 15 years than ever before. Our once pre-eminent industrial position has eroded to one of first among equals, and even this lesser distinction is not true in all fields. American business is often at a disadvantage compared with foreign competition. The United States has long concentrated on a huge domestic market (which should make it easy to understand why foreign firms also concentrate on America's huge domestic market). Foreign trade was relegated to a distant second place. The result is that as a nation our foreign trade skills are newly acquired. (Anyone doubting this need look no further than the 1991 NBEA yearbook, *A Global Look at Business Education*.) They must now be pitted against some very sophisticated foreign traders both in the world market and at home.

Changing world markets. In addition to foreign trade's increased importance, the world is also changing as nations form trading blocs. Before the turn of this century, the European Community, or at least the new European Economic Area, will be America's equal in population, resources, and wealth. (The European Community has for many years been known as the European Common Market. EFTA is the organization of non-EC European nations. The European Economic Area is a combination by treaty of all the EC and EFTA nations.) Nations are forming their own regional common markets in Latin America, Asia, Africa, and North America. In every case the results will be larger markets permitting greater specialization, leading to more skillful and competitive operations, that is, smarter competition.

Others. A host of other social and economic factors will change the way business is done in this country. Most—a reduced armed forces, women and minority advancement, and the recent spectacular growth of small business—are good. Still, regardless of how good they may be, all of the changes we've seen will affect the way American business management works. It will not be enough to groom entry-level people in the image and likeness of those now in charge. A new kind of open-minded leadership is required to "put it all together" in American business.

WHAT IS LEADERSHIP?

Now that we have seen that change is both upon us and largely irreversible, let's look at what leadership means. Dr. Paul Hersey defines leadership as " . . . any attempt to influence the behavior of another individual or

group."[1] Arthur Bedeian gives a definition that seems more applicable to a business setting: " . . . the art of influencing individual or group activities toward achievement of enterprise objectives."[2] This covers leadership from a business perspective. Few managers will argue the point that the name of the game is to get everyone rowing in the same direction at the same time. The question is how. This brings us to several leadership theories.

The most important point to remember is that no universally accepted leadership theory has ever been advanced, at least up to the present. However, some theories popular at one time have been largely discarded.

The "great man" theory, dating back to at least the time of Plato, holds that leaders are born, not made. This was widely acknowledged in the late 1800s. Behavioral theorists ("behaviorists") challenged the theory, pointing out that if it were true, common leadership characteristics should be identifiable among the great leaders of history. If this were true, these same characteristics could be learned. If this could happen, leadership skills could be acquired and need not be an accident of birth.

The behaviorists advanced their own theories, (the Ohio State Leadership Studies begun in 1947 are noteworthy). Behaviorists largely concentrated on how leaders *act* rather than what they *are*. They divided leadership behavior into broad observable areas such as (a) respect for subordinates and (b) establishing standards, schedules, procedures to get tasks done. Leadership could be defined as the balancing between a and b, depending upon a particular situation.

Somewhere along the line, it became apparent to theorists that leaders need not come with a capital L as in "great leader." Life is full of more commonplace leaders, such as the sibling who sets the pace, the friend who makes the social decisions, or the co-worker who establishes prevailing attitudes. While destined to never make newspaper headlines, these leaders are the vital building blocks with which business can grow. Modern leadership thinking focuses on them. We do not need legions of new larger-than-life Napoleons, Carnegies, or Rockefellers, and in fact are probably better off without them. What we do need are real people who are capable of motivating others to knowingly and willingly provide their best.

Current leadership theories are called situational and stress actual workplace situations, such as co-workers and type and clarity of tasks to be performed. Bedeian further states: "Contemporary leadership theories are almost entirely situational in nature. In contrast to earlier theories, which focused on leader behavior, the newer theories attempt to explain effective leadership within the context of the larger situation in which it takes place."[3] The results are models that determine a person's capacity to influence a work group, optimum level of direction versus ambiguity of task, and desirable degrees of subordinate decision making.

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[1]Hersey, Dr. Paul. *The Situational Leader*. New York: Warner Books, 1984. p. 16.

[2]Bedeian, Arthur G. *Management*. New York: The Dryden Press, 1986. p. 464.

[3]Bedeian, Arthur G. op. cit. p. 470.

Another leadership theory, developed in the late 1950s, is still widely held and is possibly the most important. McGregor's X and Y theories state that subordinates' performance is largely influenced by managerial attitude. Assumptions about people were divided into two opposing extremes. Theories X and Y follow in abridged form.

Theory X: Most people are lazy, require coercion to provide adequate effort, and prefer direction to responsibility.

Theory Y: For most people, expenditure of work effort is natural, alternatives to coercion exist, self direction to the point of independent operation is possible under proper conditions, and both imagination and creativity are widely found characteristics.

Managers holding the X theory will inadvertently condition their subordinates to behave as expected, making their worst assumptions a self-fulfilling prophecy.

LEADERSHIP COMPONENTS

With the possible exception of the largely discarded "great man" theory, most leadership theories provide some degree of teaching potential. From a business perspective, leadership can be divided into component abilities.

Since leadership addresses people, the most important leadership skills are people-skills. After all, leaders do not perform all the things they make happen, nor do they simply react to conditions. Leaders pro-actively visualize the things that need to be done and motivate others to do them. Two important people-skills for leaders are communication ability and needs recognition.

Communication ability. The first people-skill essential to modern day leadership is communication ability. This is two-fold, transmitting (speaking and writing) and receiving (listening and reading). They are of equal importance.

Speaking and writing are transmitting skills. Both involve clearly explaining the desired results, or vision, as well as the steps required to get there. Leaders must be able to get their message across in as easy-to-follow language as possible. Clarity, not style, is of the utmost importance. A degree of persuasiveness is also important, but never at the expense of clarity.

Grammar is an excellent means of providing clarity to both spoken and written communications. Correct grammar is most obvious in its absence. Who knows how many great ideas were stillborn because listeners were turned off by a flawed presentation? Along the same lines, correct punctuation is another guide to clear understanding, especially in written communication.

When it comes to oral presentation, there's probably no substitute for actual speaking exercises. Most people will find speaking to a group intimidating at first, but practice will go far toward overcoming this very natural reaction. As poise increases over time, distracting fear becomes less of an impediment, and the vicious circle is broken. The desired outcome is simply the ability to present an idea in an easy-to-follow and hopefully persuasive way.

An often heard criticism in the business world is that good writing skills are often either lacking or, where they do exist, are wordy. Perhaps some of this comes from maximum-word writing assignments such as a paper of at least 1,000 words. An alternative might be requesting students to adequately cover a topic using a *minimum* number of words.

Listening involves understanding both verbal and nonverbal communications. Not only the actual message, but any emotional, educational, or cultural barriers must be addressed by the listener. Books have been written on the lost art of listening, selective listening, listening versus hearing, and the like. These are very human traits and are true of all of us. True listening requires patience, concentration, and a degree of empathy on the part of the listener. It is also greatly influenced by the speaker's or writer's communication skills as mentioned above.

Like most acquired skills, listening can be enhanced by use. This is the flip side of speaking exercises. Students could be evaluated on what they received of other students' oral presentations. Don't forget to compliment any students who happen to notice that a vital ingredient is missing from a presentation. In the business world, it is often important to listen for what you don't hear.

A glance at many modern textbooks shows that strong emphasis is being placed on both reading comprehension and critical analysis. Both are extremely important to good business leadership.

Another area of communications that will continue to grow in importance is computer literacy. It will no longer be sufficient to communicate orally or on paper. Computer- to-computer linkages are now common and the trend will definitely continue. This implies not only a knowledge of how to operate the equipment itself, but of software applications and computer language protocols necessary for communication. It's almost like learning another human language. EDIFACT, the United Nations-sponsored computer protocol "language," is an excellent example. It will serve as a *lingua franca* (bridge language) between the American Electronic Data Interchange networks and their dissimilar European Trade Data Interchange counterparts, permitting almost real time communication between the two systems.

Needs recognition. The second people-skill that effective leadership requires is needs recognition. This addresses the area of personal needs, both those of the leader and of his or her subordinates.

Mention "needs recognition" to anyone who has studied management or organizational behavior within the past 20 years and the first reaction will be Maslow. Abraham Maslow pioneered this line of thinking and developed the following hierarchy of human needs. Starting with the most basic human needs found in Level One, a normal person must be reasonably satisfied at each level before attempting to satisfy the needs at the next level.

Maslow's Hierarchy of Human Needs:

Level 1: physiological needs (food)

Level 2: safety and security (protection from deprivation and danger)

Level 3: social (acceptability, belonging)

Level 4: esteem (self-respect, self-confidence)

Level 5: self actuation (creativity, self-fulfillment).

Clearly, Maslow has much to offer those who would lead. By understanding the need level of each subordinate, it is possible to present situations in such a way as to best coincide with these needs. For instance, an employee at level one might be very interested in a chance to make a few extra dollars, while a level three employee might find belonging to a group of known achievers very attractive. Even the level five employee is likely to respond positively, perhaps just for the pure enjoyment of problem solving. Besides learning how to trip the trigger of subordinates, leaders can use the needs hierarchy as a benchmark. To remain effective, leaders must be able to objectively take stock of themselves from time to time. Power can corrupt, and many an otherwise effective leader has changed into a petty tyrant simply by losing his or her sense of perspective.

Fortunately, Maslow's theory need not be applied only to life-and-death situations. A modified version applies to students. For the level one student, the basic need is a passing grade, while the level two student wants to build a grade point cushion. Associating with other high achievers might be attractive to the level three student while a listing on the honor roll should reinforce the self- confidence of a four. Level five students can probably be recruited as tutors! This little scenario brings needs recognition to every day student life and will enable them to grasp an important lesson in real life.

Apart from people-skills there are other fields of knowledge useful in effective leadership. These include analytical skills, ethics or social responsibility, organization skills, and risk taking capacity.

Analytical skills. Anything that can be offered in the way of problem solving will be of considerable help to leadership-bound students, not to mention the companies for which they will be working. This should include mathematics, especially percentages. Any training in using computers as analytical tools will be extremely valuable. Other less common but highly-prized analytical skills include the ability to solve logic-based problems and differentiate between vital and extraneous data. Above all, situation-based problem solving is required. Seldom if ever do real world problems lend themselves to purely mathematic solutions.

Another good way of developing analytical skills and problem-solving technique is the famous Harvard Case Study Method. This approach works as follows:

Step one: Determine the problems.

Step two: Analyze the problems.

Step three: Develop alternative courses of action.

Step four: Evaluate alternative courses of action.

Step five: Defend selected alternatives.

Step six: Implement selected alternatives.

Ethics. Ethics is a topic that should be taught to the extent of social and moral responsibility. It has much to say and has become extremely important

to the corporate cultures of successful businesses. Trite as it may sound, honesty *is* the best policy, as a fair number of business firms have learned to their chagrin. No one wants to do business with a less-than-honorable company.

Decisions will be more difficult for tomorrow's leaders, and positive values should be reinforced wherever possible. Some corners can no longer be safely cut, such as employee safety, consumer well-being, and environmental issues. A less than forthright decision in any of these areas can cost a fortune in penalties, compliance costs, and public relations damage control.

Organization skills. No one will long follow a leader who can't organize. Time management and setting priorities are probably the most important organizational skills young people can acquire, and where better to do so than in class? Object lessons in time management might be conveyed by giving particularly long or involved assignments a considerable time before their due dates. Occasional reminders may be given, but after the first one is done students should be left on their own to complete them when due.

Assigning tasks on a group basis enables the students to construct and work within their own organizational structures. Here is a real opportunity for leadership to manifest itself.

Extra-curricular activities provide many opportunities for students to both organize and work within established organizations. Because these are voluntary, they require a certain level of self-control on the part of the participants. However, again because they are voluntary, they cannot be relied upon to furnish across-the-board leadership training to all students.

Many of the extra-curricular clubs and societies include elements of business hierarchy. Presidents, vice presidents, secretaries, and treasurers are roles found in most of these organizations. Even sports, although based more on athletic prowess than organization skills, have team captains and managers.

Participation in extra-curricular activities helps to prepare students for the business environment. Students experience the opportunity of leadership (in a non-threatening environment), find that authority doesn't automatically decree power, and discover that responsibility without authority doesn't accomplish very much. They also will learn that obtaining voluntary cooperation will achieve more positive results than dictatorial orders. (Examples: prom decoration committee, football's defensive team protecting the quarterback, debating society's team effort at a common goal, etc.)

Risk taking. The *Education Digest* March 1991 issue had a very interesting article by Margaret M. Clifford titled "Students Need Challenge, *Not* Easy Success." Ms. Clifford explains that American education tends to concentrate on easy and virtually riskless tasks. Her contention is that the tasks should be made more difficult, and that as a result a greater tolerance for error (at least in formative evaluations) should be provided. Not only does this stretch the students to higher achievement, but it gives them an opportunity to take calculated risks as they proceed along less-than-familiar ground.

Apart from whatever purely academic merit exists in this theory, it does provide a risk-taking environment, which is very important to future business leaders. The business world is nothing if not risky. What is needed is

the ability to weigh alternatives and then to make decisions involving calculated risks in less than sure-thing situations.

Ms. Clifford also advances the interesting point that even summative evaluations should provide for exam retakes to encourage both risk taking and learning from past mistakes.

International background. Two of the greatest changes facing American business, increased foreign competition and changing world markets, are international in nature. In order to compete on a global basis, the next generation business leaders will need a far better idea of where countries are and what their peoples do. American business no longer holds its once vaunted position as the ideal to be copied. (It does, however, remain the leader to be chased.) The world is becoming an environment of more nearly equal nations and trade blocs. American business leaders must be able and willing to learn other languages and cultures, and accept other ways of doing business.

A glance at any newspaper's classified ads shows that more and more businesses seek bi-lingual, computer literate, college-educated, global-minded employees for their leadership positions.

Neither business nor education leaders can provide these employees single-handed. Just as educators continue to call for the involvement of parents in the education process, so American businesses must become involved in the education of tomorrow's business people.

PARTNERSHIPS

Toledo, Ohio, staged a business-education project in pioneering a foreign-trade curriculum for high school use. It was covered in some detail in an article by Sandra Kruzel and Edward Chavez titled "What in the World is Going on in Toledo, Ohio?" which appeared in the 1991 NBEA yearbook. The authors explained how local business interests were invited to participate from the start, and that they did so with enthusiasm.

Other instances of business involvement in education abound. Any doubters need look no further than Naomi Barko's article "Can Companies Teach Schools A Lesson?" in *Working Mother*, August, 1991. It contains a litany of major U.S. corporate involvement in education. For instance, IBM gives millions of dollars in computers to schools each year. The criterion: use them imaginatively. Management training for principals and school administrators is available from such leading U.S. firms as AT&T, Kodak, and Xerox. Honeywell sponsors math and science projects at schools throughout the country, while General Electric encourages its math- and science-trained employees to consider teaching as a second career.

Readers Digest offers complimentary world atlases and *National Geographic* furnishes excellent study aids to schools offering geography courses. At a community level, some supermarkets offer free computers to neighborhood schools in exchange for a specified number of register receipts.

Interest in education exists on the part of business, especially when it concerns topics which it considers important to its own interest. Leadership is just such a topic. Any school, whether secondary or college level, located

near a business community of any size and foresight, can count on support for a leadership development program. Unlike our Toledo example, where the required "how to" knowledge is highly specialized, leadership is a generic. It applies to all manners of business and professional endeavor. As Shoeless Joe Jackson said in the movie *Field of Dreams*, "Build it, and they will come."[4] Your own local chamber of commerce is a good place to start building business-education partnerships.

[4]Gordon, Lawrence and Gordon, Charles. *Field of Dreams*. Universal City, California, 1989.

Part II

LEADERSHIP REQUIRES ACTION

CHAPTER 6

Paradigms for High-Tech Leadership

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The age of technological competitiveness has made it necessary to shift our thinking and basic paradigms to meet new and varied leadership challenges faced in business and education. Paradigm shifts are essential because we can no longer use many of the rules that have guided us in the past. A prime example is the growing importance being placed on diversity of cultures and social mores. Today our concerns must be focused on the issues of living and working in a global society with growing economic and technological challenges.

Career changes are inevitable as new jobs are created and old ones eliminated. Learning to learn for career mobility has taken on new meaning as both large and small organizations continue to pare down their workforce and levels of management. With organizations becoming flatter and more emphasis being placed on total quality management, empowerment has also taken on new meaning. It has become crucial to be trained for change. Change in itself is forcing us to make paradigm shifts—shifts that are linked to many leadership basics.

PARADIGM SHIFTS

Some of the paradigm shifts with which we must be concerned may not be readily visible. In some cases, the unknown makes it vitally important to carefully access our paradigms and our past knowledge. Being receptive to the fact that anything can change—and being ready to accept change—will enable us to focus our energies appropriately. Once we have learned how to accept change, we should be able to implement change when drastic personal paradigm shifts are necessary or when we need to give attention to strengthening others that are weak.

Do our paradigms dictate our life and leadership styles in a high-tech society? There is evidence that they do—and more for some than others mainly because change is so important to the advancement of technology. In the 21st century, we must be able to develop leadership skills through an approach that promotes team work, open-mindedness, fact-finding, and creative thinking. This approach will capitalize on our paradigms, controlling our actions only so far as to offer direction to explore and manage change. In this sense, the role of a leader becomes the catalyst where "good

management controls complexity; [and] effective leadership produces useful change" (Kotter, 1990, p. 103).

THE TEAM CONCEPT

Responsible leadership in a high-tech society requires an ability to build effective teams that are people-centered. According to D. Quinn Mills, author of *Rebirth of the Corporation*, U.S. companies are not competitive in the international market because hierarchies and bureaucracies have made them expensive and less responsive. He proposes that companies institute teams and let them work without supervision. He cites American Airlines as one company that has placed people in teams that work together without direct management. Other companies are following the same "drummer" (*USA Today*, 1991, p.10B).

John Helmsdoefer, an executive with Litel Communications in Ohio, was cited in the *Washington Post* as being a proponent of the work team concept. As a result of that company applying the team concept, the processing time for a customer's order for new service decreased from 14 days to one day. The team became responsible for the entire customer process (*Washington Post*, 1990, B4).

The work-team concept has been implemented by many companies for the purpose of raising productivity, improving quality, and increasing worker accountability. For example, a General Electric plant in Salisbury, North Carolina, reaped major productivity benefits when it started the team concept. The team concept made it possible to crosstrain workers to perform tasks related to producing lighting panel boards. Flexible automation, other computerized systems, and teamwork were attributed to that success. It should be pointed out, however, that not all workers and managers are willing to accept the teamwork concept (Hoerr, 1989, pp. 56-57).

Some employees and managers are still clinging to traditional management structures. They are reluctant to thrust aside the old industrial model of dividing work into various components and having workers assigned to just one task. Yet, manufacturing and service industries that embrace team structures with extensive employee involvement are increasing productivity and improving customer service. As Mills and others suggest, teams—rather than rigid organizational structures—require new ways of thinking for both managers and employees. Project and work teams are an effective strategy for many organizations that are concerned about having a bright future in a competitive marketplace.

POWER IN KNOWLEDGE

With competition becoming more global for many businesses, high-tech leaders are embracing technology because they realize its importance as a major contributor to the power of knowledge. Toffler says, "Knowledge is the most democratic source of power, . . . a continuing threat to the powerful, even as they use it to enhance their own power. . . . The control of knowledge

is the crux of tomorrow's world-wide struggle for power in every human institution" (Toffler, 1990, p. 19-20).

Technology has turned our concern of a few years ago about the exponentially accelerating information growth into a challenge that can be harnessed. Noted authors Aldous Huxley in *Brave New World* and George Orwell in *1984* predicted that technology would be the key to powerful dictatorships. If technology had not become accessible to nearly anyone who wants to use it, these sobering predictions might have become reality.

One fact remains, however—there is power in knowledge. High-tech leaders, especially, know that knowledge forms the base of all successful endeavors. This is not to say that the leadership of many high-tech endeavors have had all the information they needed to be successful. Most successful leaders, however, have been able to capture the competitive edge because they "got there first." Most used a well-known principle of having the right information at the right time, and probably most had a great deal of involvement in risk taking.

INFORMATION-BASED STRATEGY

One of the important aspects of future high-tech leadership will be to foster a workplace information system. A good workplace information system has several fundamental components. One vital element of such a system dictates that workers are able to do more than just their own specific jobs. All persons need to understand how their jobs fit into the total picture—the system. Also if workers understand why things are done in certain ways and are able to discuss their problems and concerns, they will be in a better position to support the work responsibilities of their fellow employees. An understanding of the total concept of a business by all personnel will contribute to employee recommendations and implementation of "working smarter." Ultimately, this will contribute to higher productivity and quality of products and services.

Another important aspect of a workplace information system is creating an environment for workers to access and build on information resources available to them. Workers who can "work smart" by making informed decisions based on timely and reliable information will also contribute to a framework for developing a sound strategic plan for an efficient and effective information system. In other words, these leaders will understand that computers and other technology are tools, not replacements for good management. They will understand that technological tools provide ways to get closer to customers, but such tools may often require a redesign of traditional systems. Thus, strategy must come first, not technology.

Many organizations have capitalized on strategic planning techniques that are technology based. A June 15, 1992, *Business Week* article cites Hyatt, Wal-Mart, and several other companies as being smart about making technology work. Wal-Mart, for example, uses computer networks to link suppliers, warehouses, and stores. In so doing, they keep costs down and avoid excess inventories (Coy, 1992, p.129). Although technology is used extensively, many of the companies mentioned in the article started with developing a

sound strategy that provided a better perspective for future direction as well as a solid framework for day-to-day company operations.

MANAGING CHANGE

In an information high-tech society, management has a vital responsibility to manage change. Managing change based on infomania and technology becomes even more crucial as our economy brings every corner of our world within easy reach. Getting workers to accept and adapt to change has presented, and will continue to present, many problems for managers.

As each decade fades and a new one begins, we can readily see that change associated with high-tech communications will provide some of the greatest and most exciting challenges for management. "Telecommunications, and computers," according to *Megatrends 2000*, "will continue to drive change, just as manufacturing did during the industrial period, . . . laying the foundations for an international information highway system, . . . moving to a single world-wide information network system, . . . becoming one global marketplace, . . . [with] the capability to communicate anything to anyone, anywhere, by any form" (Naisbitt, 1990, p.21). Because we already have, to some extent, achieved these capabilities, we must continue to assess our course of action. And because change frequently occurs at a much more rapid pace than most predictions take to come true, we may need to alter our direction more frequently than is comfortable.

The necessity for high-tech leadership to facilitate and manage change points out the growing need to optimize information flow at all levels. Information management requires leadership to manage such integrated technologies as Information and Image Management (IIM). Most of us know IIM to be the related disciplines of transaction processing, technical drawing management, electronic publishing, archiving and storage (one of the strategic elements that organizations now consider in formulating their own information strategies). In 1988, IIM was a $3+ billion industry with an annual growth rate of approximately 30 percent. By 1993, IIM is expected to reach $13 billion annually (Bogue, 1989, p.108).

The use of imaging, an integral component of IIM, is becoming widespread in all types of industries. For example, it is possible for a physician to access a patient's X-rays at a remote location prior to surgery and "practice" surgery on the image at a computer workstation in his/her own office. At the Mayo Clinic/Foundation in Rochester, Minnesota, physicians use such programs to "enhance their knowledge of medicine through images and increase the accuracy of surgery" (*ComputerWorld*, 1990, p.16). The opportunities and challenges offered through imaging and similar technologies can be met if we foster and build innovative and creative high-tech leadership.

THE CHANGING DIMENSIONS OF LEADERSHIP

Although we may not be able to predict exactly the future and the impact of technology, we do know that change will continue at a rapid pace. As

with the past decade, computers are getting smaller yet more powerful. Virtual reality and expert systems are predicted to be a major part of the future—and the list of recent innovations continues to grow. Under these circumstances, leadership takes on several new dimensions.

One of the most critical aspects of causing and managing change is personnel development for workers. Management cannot say, "Go forth and change." Instead, management must offer opportunities for learning about the why, how, and what of major changes. Workers must be given time to assimilate those changes and move forward. They must be given chances for reacting and suggesting. Making a change isn't easy, unless, of course, it requires someone else to change.

To lead during these and future times requires management of the change process itself. Leaders cannot wait to see what happens or remain passive. Instead, they must be adaptable, flexible, and positive. They must also prepare their people for change because people are the most important resource within any organization.

THE NEED FOR SYSTEMS ASSESSMENT

Leaders, especially those who will survive in high-tech environments, must adapt to new systems and different ways of thinking about improvement. Adaptation is a form of change that starts with assessment. The most powerful information or other technological system will be useless if leaders have not assessed the purpose of their organizations and how processes, procedures, and work can be modified to yield better results. Technology rarely fixes poor systems; it makes them worse in many instances. Only after leaders have assessed and focused on the "business of the organization" can technology make a significant difference.

Economist Stephen S. Roach of Morgan Stanley & Co. estimates that information technology budgets rose from "27.2 percent of corporate capital spending in 1980 to 35.2 percent in 1991." Yet we know that productivity among white collar workers declined for most of the 1980s. Infusing technology without assessment often reaps poor results. According to Roach, the growth of white collar productivity since 1989 is attributed to two reasons—reducing personnel and determining how to apply technology within a corporation (Coy, 1992, p.128-129). Thus, determining how to use technology effectively starts with a realistic assessment of the organization's infrasystem.

Leaving the assessment and design of new or modified systems to just one group of professionals is typically a mistake. Short of a miracle, it takes a team of technologists and representatives from many different areas of an organization to make a system effective and efficient. Leaders must recognize and deal with that issue. Without involvement at each major step of the way, any group can sabotage the assessment and design efforts. Both the users and designers must participate.

High-tech leaders must be able to flow with changes even though they may require painful, laborious actions—actions that may even result in company reorganization. During times of technological changes within an organization,

leaders must pay close attention to how the new technology is working. Where are the glitches? How are individuals and work groups functioning? Are the new approaches working? If adjustments are needed, leaders must be flexible enough to make those changes.

PERSONNEL INVESTMENTS

Leaders must prepare personnel for change. Preparing for change is a sales task that takes honesty and a forum for people to voice resistance. It may also require a major investment in retraining. Letting people know about change requires a balanced picture of the good and bad points of a situation. By using such an approach, leaders increase their credibility with people.

Leaders should create an environment where people are comfortable voicing resistance. By inviting people to get their resistance out in the open, leaders can further explain the rationale for making changes. They can find ways to minimize that resistance—perhaps a different approach to training or even a change in the attitudes or operations of the leaders.

Since personnel are such an important resource in times of change, they need clear-cut directions about short-term and long-term objectives. They need to know what is expected of them. They need a supportive environment that allows risk taking. They need even more communication to help reduce job stress. In times of major changes, leaders must pay more attention to personnel.

EMPOWERMENT OF WORKERS

Managing change in the 21st century will require high-tech leaders who can provide the right kind of leadership for high-tech people to achieve their potential. We know that many of the high-tech jobs of the future will be based on knowledge, information, and communication. Because these jobs will require high-tech workers (workers with more than just high school training), it follows that high-tech leaders will need skills to motivate and empower workers to be productive and quality conscious. High-tech leaders must be innovators—people who are creative and intelligent—people who can "build followership by ethical conduct and by creating an environment where the unique potential of one individual can be actualized" (Naisbitt, 1990, p.308).

To maximize potential, workers must be satisfied with their work environment as well as with the product or service they provide. "In the most successful firms of today, the role of production workers is shifting from one of passive performance of narrow, repetitive tasks to one of active collaboration in the organization and fine-tuning of production. Skill and flexibility are the result of work experiences in a variety of assignments. . . . Restructuring job categories, flattening hierarchies, broadening responsibilities, and taking on new tasks in regular job rotations—all of these produce a work force capable of responding rapidly and creatively to new problems" (Dertouzos, 1989, p.137).

Thus, the ultimate challenge is providing the leadership to motivate workers to *want to* contribute to the company's goal of maximizing productivity and competitiveness. High-tech leaders who can motivate workers to contribute will be those who will empower their workers. Empowerment implies both responsibility and authority. As Jim Lundy states in his book, *Lead, Follow, or Get Out of the Way*, leaders must "nourish acceptance of authority and responsibility. . . (and) delegate, delegate, and delegate some more" (Lundy, 1991).

High-tech leaders need to weigh several factors relating to responsibility and authority to be successful in empowering their workers. Finding and selecting the appropriate elements as well as maintaining a correct balance of elements relating to job responsibility and authority will mandate continual assessment.

TECHNOLOGY APPRENTICESHIPS

The empowerment of workers is more easily accomplished if workers have a keen perspective of the workplace. Most workers learn the details of their work tasks through experience. Workers who become knowledgeable about how their job and the jobs of others fit into the big picture (e.g., systems approach) will have an edge on those individuals who are merely trained in a specific skill. Because apprenticeships, cooperative work assignments, internships, and similar experiences are excellent ways to become acquainted with a job and an industry, more and more high-tech leaders are exploring ways to use these strategies for personnel training, retraining, and upgrading.

Industries as well as educational systems of many European countries have capitalized on the apprenticeship method of training. "Mercedes, for example, will not manufacture outside the country because it believes it cannot get the requisite quality of worker. Germany is still a country where craftsmanship is so important that young people will invest several years in apprenticeships" (Halberstam, 1992, p.47).

An apprenticeship in itself, of course, is only as good as its design. For this reason, many high-tech leaders are finding merit in the Old World tradition of using their own personnel to design apprenticeship programs rather than using recent business school graduates and outside consultants. Thus, more and more organizations are becoming receptive to apprenticeship and internship programs, relying heavily on their workers to assure quality and innovation. No doubt assessment and reliance on paradigms can be very useful in the process of updating and building on a traditional industrial infrastructure. Putting "energy into what they have always done, trying to do it just a little bit better each year" works for many German businesses (Halberstam, 1992, p.47-48) and is also proving to be very effective for many organizations throughout the world.

High-tech leaders will achieve optimum results if they can create an apprenticeship atmosphere in their organizations—an atmosphere where the systems approach forms the basis of a learning organization. A learning

organization is described by Peter Senge as one "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990, p.3).

IMPLEMENTING TOTAL QUALITY MANAGEMENT

High-tech leadership requires, more than ever before, the know-how and practical skills for motivating workers to be productive, competitive, and ethical. Partially to this end, total quality management (TQM) has become a standard in industry. Many organizations have practiced this concept for many years. For example, it was during the Civil War days that Proctor and Gamble lost a contract with the Federal Government because they wouldn't compromise standards.

Our renewed interest in TQM today is driven by competition. Torn by the need for sufficient profit margins to stay solvent, many organizations have taken expensive risks to remain competitive. While consumers are quick to capitalize on bargains and price wars of the airlines, food chains, and others, consumers are demanding quality. To find the proper balance between quality and quantity, industry is spending billions of dollars on training associated with all aspects of worker skills and traits.

The success of TQM in most organizations is dependent upon a commitment from management and workers alike. Finn Waaramas, McDonnell Douglas Helicopter Company, Phoenix, stated that TQM is both a philosophy of control and the principles of continuous improvement. Management has an on-going responsibility to control, balanced with the need to support/enable the worker to improve the assigned task. Continuous improvement becomes a process in itself which needs to be taught, practiced, supported, and certainly rewarded.

PROJECT AND TEAM MANAGEMENT

High-tech leaders can no longer be "functional" experts as described by the pioneers of management in the early 1900s. Early managers were expected to divide jobs into work tasks, many of which could be accomplished via an assembly-line process. Now high-tech leaders must be team builders, empowering individuals to act as contributing members of a group in an environment where they collectively direct diverse activities.

As team builders, high-tech leaders must be good facilitators. Facilitating is a process and art of keeping "a sense of direction . . . . (and being) masters at developing opportunities" (Wrapp, 1984, p.4). Effective facilitators will be able to empower productive project management teams. Under this type of leadership, successful project management teams are expected to generate their own ideas, find solutions to problems, and evaluate their results. The high-tech leader, then, is a manager who can motivate self-directedness. "Like an orchestra conductor, the manager of a self-directed work team cues

employees and helps them tune in to organizational crosscurrents" (Zenger, 1991, p.47).

A RESPONSIBLE LEADERSHIP PARADIGM

Exemplary leadership has been closely linked to economic stability. When the economy flourishes, we are very receptive to share in the "profits" of prosperity. However, when there is a downturn in the economic picture, we look for places and people to blame. Blame is readily attributed to leadership, which is really an application of "the buck stops here" concept. Because blame usually comes after the fact, it flourishes among the followers who are good after-the-fact decision makers. The frequent outcome in many of these situations does not necessarily provide a solution to a problem. "The reversal of a company from crisis to calmness usually requires two things: stabilizing the situation and repositioning the company" (Texas Employment Commission, 1992, p.1). Thus, unless true leadership emerges or "takes over," entropy sets in and the finger is pointed to a lack of leadership as the business becomes history.

IMPLICATIONS FOR BUSINESS EDUCATORS

One of the essential skills identified in the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report is the ability of workers to work with a variety of technologies. This important skill, however, is only one of five competencies identified in the SCANS report. The five competencies considered by the U.S. Department of Labor as essential for preparing young people for work include: (1) Identifying, organizing, planning, and allocating resources; (2) working with others (interpersonal relationships); (3) acquiring and using information (including computer skills to process information); (4) understanding complex inter-relationships (including social, organizational, and technological systems and systems design); and (5) working with a variety of technologies (including selecting and applying the right technology to a task) (U.S. Dept. of Labor, 1992).

Knowing just information technology, then, won't do the job. Likewise, effective leaders must master the information technology area along with a variety of other disciplines such as finance and marketing. Business education programs must help students develop skills with which they can cope and work within a changing environment. Using business subject matter, business programs can contribute to the development of basic skills, thinking and decision-making skills, good interpersonal relationship and communication skills, and personal qualities. Cultural diversity and ethics must be emphasized. As the common phrase goes, students must learn to learn.

It is somewhat ironic that technological changes have actually made many of the traditional business concepts more important. Business leaders must make sure that the business curriculum has a proper balance between technology concepts and the basic business concepts in the curriculum. With rapidly-changing technology, business leaders must examine what we are

teaching in the basic business areas and assess its importance for students who will face unparalleled changes.

Technology should force business leaders to examine how instruction is being delivered as well as what instruction is delivered. While we have placed a considerable amount of emphasis on identifying the competencies needed for the workplace (and must continue to do so), much too often we fail to assess education's instructional delivery system. Business leaders should be in the forefront of redesigning that system, but that is another chapter.

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CHAPTER 7

Entrepreneurial Leadership

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"Going into business for yourself, becoming an entrepreneur, is the modern-day equivalent of pioneering on the old frontier." Paula Nelson[1]

Just as many pioneers did not survive on the old frontier, many entrepreneurs do not survive in today's business world. Duncan reported that during the first six months of 1991, more small businesses failed than any other type of business. Companies with liabilities of no more than $5,000 accounted for about half of all bankruptcies during this same period.[2] Business teachers can play an important role in the survivorship of entrepreneurs by becoming leaders and effective teachers in entrepreneurial education. The purpose of this chapter is to provide information and ideas to assist with this development.

To be successful entrepreneurs, graduates of secondary and postsecondary business programs must have (1) studied the various types of entrepreneurs, (2) learned the skills and characteristics needed by entrepreneurs, (3) acquired those needed skills before beginning their own businesses, and (4) recognized the entrepreneurial opportunities available. In order for these graduates to know and acquire the above knowledges and skills, business educators must become entrepreneurial leaders, and they must be aggressive in teaching these knowledges and skills. To become entrepreneurial leaders, business educators must (1) study the types of entrepreneurs, (2) learn the skills and characteristics required, (3) acquire those needed skills and characteristics, and (4) integrate entrepreneurship into their business curricula by designing appropriate educational experiences for their students.

TYPES OF ENTREPRENEURS

"When you paddle your own canoe, you can do the steering." Anonymous[3]

Teachers and students probably can agree that entrepreneurs produce products for or offer services to consumers. However, when they are asked

[1]White, Rolf B. *The Great Business Quotations*. New York: Dell Publishing Co., Inc., 1986, p. 28.

[2]Duncan, Joseph W. "Business Failures Soar," *D&B Reports*, September/October 1991, p. 8.

[3]White, op. cit., p. 27.

to describe entrepreneurs, teachers and students may have varying conceptions of what entrepreneurs are. These conceptions vary because, in reality, entrepreneurs are different. These differences appeal to different personalities, different ages, and even different genders. Persons with different needs and/or from different cultures may choose to be one type of entrepreneur over another—their choice influenced by their work backgrounds and educational experiences.

Teachers need to study the different types of entrepreneurs to involve appropriate businesses in learning activities for themselves and their students. Students need to study the different types of entrepreneurs to discover the "perfect fit" to match their entrepreneurial needs. The Center on Education and Training Employment has categorized entrepreneurs into nine types: self-employed individuals, team builders, inventors, pattern multipliers, economy-of-scale exploiters, acquirers, buy-sell artists, speculators, and internal entrepreneurs.[4]

Self-employed individuals. Self-employed individuals do all the work and keep all the profit. An example of this type of entrepreneur is the local bakery, family-owned and operated by family members.

Team builders. Team builders create a business and then build that business by hiring other employees, investing additional dollars, etc.

Inventors. Inventors invent products and then found a business to develop, produce, and sell their products. An example of this type of entrepreneur/inventor is John Lonczak of Form Farm, Inc. Mr. Lonczak founded this company to develop and market his Bag Hog (a contemporary trash can—a length of plastic that can be rolled into a cylinder and held in that shape to serve as a holder for a plastic trash bag).

Pattern multipliers. Pattern multipliers create their businesses by patterning them after other established models. An example of this type of entrepreneur is today's owner of a franchise, such as the owner of an Air Boingo, the bungee-jumping chain founded in Park City, Utah.

Economy-of-scale exploiters. Economy-of-scale exploiters buy large quantities and operate with minimal overhead allowing them to offer discounts to their customers. An example of this type of entrepreneur is Sam Walton, founder of Wal-Mart and Sam's Wholesale Club.

Acquirers. Acquirers buy an established business (started by someone else) and make it successful by implementing their own ideas and strategies.

Buy-sell artists. Buy-sell artists buy a company, improve its management and/or product, and then sell it, making a profit.

Speculators. Speculators buy property and/or products, speculating that it will appreciate so that they then can sell it making a profit. An example of this type of entrepreneur is the grain elevator owner who buys corn from the farmer at one price, stores it, and sells the grain at a higher price to the U.S. government for exportation.

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[4]Ashmore, M. Catherine. *"The POWER of the Entrepreneurial Vision."* *Vocational Education Journal.* November/December 1989, pp. 28-29.

Internal entrepreneurs. Internal entrepreneurs know early on that they want to own their own business, but they work in an established business to learn the business and to develop new ideas. An example of this type of entrepreneur is the restaurant owner who worked as a dishwasher and busboy during his high-school years and as a restaurant manager for several years after that.

SKILLS AND CHARACTERISTICS REQUIRED

"The entrepreneur has an abundance of 'force and life. . . . driven by the will to conquer . . . the impulse to prove oneself superior to others . . . and the joy of creating, of getting things done, of exercising one's energy and ingenuity.' "
Joseph A. Schumpeter[5]

All types of entrepreneurs share skills and characteristics that contribute to their successes. These skills and characteristics naturally include the workplace basics considered to be essential in the world of work. An example of one framework of workplace basics[6] is learning to learn; reading, writing, and computation; communication skills (listening and oral); creative thinking/problem-solving skills; self-esteem/goal setting—motivation; interpersonal/ negotiation/teamwork skills; and organizational effectiveness/ leadership skills.

Entrepreneurs also must be willing to take risks—willing to lose time, money, and self-esteem. In order to grow, to enhance their entrepreneurial skills, they often must accept criticism or unwanted advice. Successful entrepreneurs have vision; they are able to visualize the end products; anticipate the need for those products in 5, 10, or 15 years; and forecast the future of their business for those same time frames. As contributors to a changing U.S. and world economy, entrepreneurs must be willing to accept change and to adapt to new ideas and techniques of marketing, manufacturing, etc. They must trust their own instincts and judgments.

Most entrepreneurs have done it all. They have worked at every organizational level—from scouring floors to finalizing a multimillion dollar contract on the golf course. They realize that the success of their business hinges upon their hard work and commitment.

The growing population of immigrants in the United States and the global economy demand that business persons of all cultures and nations work together. Entrepreneurs who have the ability to deal with and respect people from varying cultures and socioeconomic levels will experience success as they sell products to these people, employ them, and/or invite them to invest in their small businesses.

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[5]Steck, Robert N. "The Entrepreneur's Champion," *D&B Reports*. July/August 1992, p. 48.

[6]Carnevale, A. P., Gainer, L.J., and Meltzer, A. S. Workplace Basics: The Skills Employers Want. Washington, D.C.: The American Society for Training and Development and the U.S. Department of Labor, Employment, and Training, 1989.

Most successful entrepreneurs possess a money mind—"an instinctive reaction to any piece of news or anything you observe that immediately makes you think in financial terms—which, of course, the average person doesn't do."[7] Entrepreneurs see and measure business opportunities in terms of financial gains. Understanding all financial aspects of a business organization goes hand-in-hand with the possession of a money mind. One Minnesota entrepreneur interviewed said that his entrepreneurial grandfather gave him this advice: "Any person can make money; but the smart person keeps it."[8]

Each previously-illustrated entrepreneurial type differs greatly in the required degree and intensity of the above mentioned skills and characteristics. For example it is important for all entrepreneurs to possess creativity. However, more creativity might be utilized by team builders, who create their businesses, than by pattern multipliers, who purchase chains or franchises from corporations. Speculators might need more risk-taking skill than acquirers. Inventors "fall in love" with their products (that is why they invented them). However, according to the interviewed Minnesota businessman, who classifies himself as an internal entrepreneur, internal entrepreneurs must avoid "falling in love" with their products because that kind of love or commitment limits the entrepreneurs' vision, thus limiting their abilities to develop other products and to guide their businesses in new and innovative directions.[9]

Entrepreneurs also possess skills and characteristics that differ between entrepreneurial types and that differ often from the skills and characteristics possessed by traditional teachers and students in the business classroom. Blohowiak says, "All progress depends on people who color outside the lines."[10] His book *(Mavericks: How To Lead Your Staff To Think like Einstein, Create like Da Vinci, and Invent like Edison)* focuses on mavericks, people who are, in his words, "rebellious high-achievers . . . who shape rather than respond to their environment."[11] He further describes these mavericks as people with high energy who are busy constantly—dreaming, planning, inventing, doing, selling, etc. Most teachers can think of many of their students who behaved as mavericks, students who dared to "color outside the lines." Often these student mavericks are not appreciated because they do not conform to the teacher's idea of the traditional and ideal student—a student who listens, behaves as expected, and produces an outcome that is an exact duplicate of the outcome desired by the teacher. History is full of students who did not fit the mold. One of Walt Disney's teachers told him that he was not creative; Thomas Edison's teachers told him he was

[7]Doescher, William F. "The Man with the Money Mind," *D&B Reports*, March/April 1992, p. 10.

[8]Schmidt, Scott. Interview on August 14, 1992, Springfield, Minnesota.

[9]Ibid.

[10]Book Review, *Columbia Daily Tribune*, August 31, 1992, p. 3B.

[11]Ibid.

stupid.[12] Consider the impact of the contributions/inventions of these two individuals on the business world today. Because so-called mavericks may very well be the entrepreneurs of tomorrow, teachers need to encourage, guide, and accept the unique and different skills and characteristics possessed by the mavericks.

However, entrepreneurship is not limited only to those students labeled as mavericks. Effective teachers of entrepreneurship teach all students the essential skills and characteristics needed to establish their own businesses. They understand that the skills and characteristics of an entrepreneur are often learned concepts. If their business teachers teach the concepts of entrepreneurship, traditional business students, those who color within the lines, also can catch the entrepreneurial spirit and develop the needed entrepreneurial skills.

Business teachers who are entrepreneurs are viewed often by their peers as mavericks. The entrepreneurial skills and characteristics they possess set them apart from traditional business teachers. These teachers/entrepreneurs have dared to "color outside the lines" and are, many times, in the best position to work with students to develop their entrepreneurial spirits. Although their entrepreneurial goals, images, and activities may not appear to be compatible with the profession, they may strengthen the teaching of teachers/entrepreneurs just as in-service activities strengthen the teaching of the more traditional business teachers.

Teachers/entrepreneurs believe in entrepreneurship, are committed to its philosophy, and have experienced firsthand its up and downs—its advantages and disadvantages. Yes, their entrepreneurial skills, characteristics, and experiences certainly make them different from traditional business teachers. However, the differences influence positively their own entrepreneurial development and the entrepreneurial development of their students.

TECHNIQUES/IDEAS FOR ENTREPRENEURIAL DEVELOPMENT

"Be not afraid of growing slowly, be afraid only of standing still." Chinese Proverb[13]

Teachers' entrepreneurial development. The best teachers of business are those who have mastered the necessary content, acquired the necessary skills—academic and workplace basics, and completed appropriate business experiences. The Policies Commission for Business and Economic Education's Policy Statement No. 24 says, "Work experience can update and extend teachers' skills and knowledge of business procedures and practices . . ."[14] Therefore, the most effective teachers of entrepreneurship would seem

[12]Larson, Milton E. "Humbling Cases for Career Counselors/Teachers." Fort Collins, Colorado.

[13]White, op. cit., p. 269.

[14]Policy Statements, Policies Commission for Business and Economic Education, 1959-1989, "This We Believe About the Role of Work Experience in the Preparation/Education of Business Teachers." Cincinnati: South-Western Publishing Co., p. 40.

to be those teachers who have not only studied the types of entrepreneurs and the skills and characteristics required, but those who have observed and worked in small businesses, participated in family-owned operations, or started their own business either before or during their teaching years.

Many teachers who seek summer employment for additional work experience and/or dollars seek employment with large businesses or corporations. The experiences these teachers gain in these work environments contribute to their classroom teaching by enhancing their programs to prepare students to work for others—to be followers. Working for an entrepreneur or a small business or starting their own business can help teachers enhance their programs to prepare students to begin their own businesses—to be entrepreneurs.

Teachers with entrepreneurial experiences can help students determine the entrepreneurial type for which the students are best suited and to learn the required skills and characteristics that fit their type. A perfect fit is important because it may very well be the spark that ignites a student's interest in business education, the life ring that keeps a student in school, or the key to a student's performance in the business classroom.

Many other techniques can contribute to teachers' entrepreneurial development. For example, teachers can become more knowledgable about entrepreneurship by seeking summer employment with a small business and obtaining work experience at all organizational levels or by shadowing a small business person to learn his/her business from top to bottom. Some teachers might prefer the more traditional route of enrolling in a course for credit that focuses on small business development in the United States. SCORE (Service Corps of Retired Executives), which is sponsored by the U.S. Small Business Administration, offers seminars focusing on all aspects of operating a small business. Subscriptions to journals, newspapers, and magazines, such as the *Journal of Small Business Management*, *The Wall Street Journal*, *D&B Reports*, and *Money*, can provide business teachers with current statistics and information on small businesses and entrepreneurship.

Business teachers can demonstrate their interest in small business development in their community by joining community-based organizations such as the Chamber of Commerce or Small Business Association. They should accept nominations for officer positions in these organizations to further their understanding of the financial "inner workings" of the local business community. An excellent resource for establishing student, teacher, and business networks is for teachers to analyze small businesses in their communities and surrounding areas to determine the types of entrepreneurs represented. Business persons contacted during this activity then can be considered for advisory committee membership.

The professional development of teachers/entrepreneurs can be enhanced by joining professional organizations that focus on small businesses and entrepreneurial education, such as the United States Association for Small Business and Entrepreneurship and the International Association of Small Business Management Instructors. Reading about the lives and careers of celebrity entrepreneurs, such as Lee Iacocca, Henry Ford, and Malcolm Forbes, can provide entrepreneurial role models for teachers/entrepreneurs to emulate.

Teachers of entrepreneurship who do not own a small business but who desire to do so should self-inventory their entrepreneurial skills and characteristics to determine their entrepreneurial type. They then should seek counsel from the Small Business Institute (SBI) program, which provides management counseling by qualified business students who are guided by expert faculty at participating colleges and universities.

Students' entrepreneurial development. To foster students' entrepreneurial development, business teachers must create exciting and worthwhile learning activities. For example, they can have students design a product to solve a current problem and prepare a business plan including descriptions of the industry and company and detailed financial and marketing outlines to launch this product. Business teachers can work cooperatively with the teachers of industrial education and marketing education to assist the students with the manufacturing and marketing of the product. This product then could be marketed in a school store, which could serve as an incubator for several of these student-developed business ventures.

Students can become acquainted with their community's businesses by analyzing local telephone directories to categorize the many different types of small businesses. One way to build positive relationships with these businesses is to have students determine their individual entrepreneurial type, select a local business matching their type, prepare an interview questionnaire, and interview the owner of the business and its employees. Their findings can be prepared for teacher and employer evaluations via a videotaped final report. Producing final reports in videotaped format provides an exciting creative outlet for students. It motivates them to plan and organize their projects beforehand and causes them to use many communication technologies. (See "A Sampling of Instructional/Learning Resources" at this chapter's end for a new textbook that gives teachers and students instruction for producing classroom videos.)

Owners of the small businesses involved in the above activity can be invited to speak about their entrepreneurial experiences to students in the entrepreneurship classroom. Teachers wishing to develop their students' oral communication skills can ask that students introduce these guest speakers to their classroom of peers. Also, students completing these assignments may find opportunities to shadow employees (at all organizational levels) as well as the owners of the small businesses they visited.

To further their entrepreneurial knowledge, students can view videos focusing on small business formation and management, complete software simulations designed to instruct and/or reinforce small business basics, and research how established businesses started (the ideas that established entrepreneurs had that initiated their businesses and the skills and characteristics they possessed at the time their businesses began). Bulletin boards focusing on a celebrity entrepreneur's ideas, skills and characteristics possessed, or famous words spoken (quotations) can be created by students to promote entrepreneurship and provide entrepreneurial role models.

Students can be encouraged to participate in student organizations that promote competitions focusing on designing or initiating businesses. For

instance, they can join Junior Achievement to produce and sell a product under the sponsorship of a local business approved by Junior Achievement, Inc.

To develop their ability to deal with and respect people from varying cultures and nations, students can select an entrepreneur from another country to study and prepare a report in any form (e.g., graphics, business format, videotape) focusing on the entrepreneur's skills and characteristics and the business culture of the entrepreneur's country. The activities required in this project will help students develop the workplace basics of reading, writing, creative thinking, positive self-esteem, and effective time management.

To further the development of their personal values, students can analyze case studies focusing on ethics in the workplace. Brainstorming solutions to these case studies with peer groups will enhance their teamwork skills.

CONCLUSION

"Small businesses are the backbone of the American economy. They create two of every three new jobs, produce 40 percent of the gross national product, and invent more than half the nation's technological innovations."[15] As the United States strives to be competitive in the world market and to better its economy and the economical situations of all Americans, it is essential that small businesses survive and that entrepreneurs thrive. Business teachers can contribute to the success of tomorrow's entrepreneurs by developing themselves as entrepreneurial leaders. In turn, this development will enable them to prepare their students to be successful entrepreneurs.

A SAMPLING OF INSTRUCTIONAL/LEARNING RESOURCES FOR TEACHERS' AND STUDENTS' ENTREPRENEURIAL DEVELOPMENT

- *Classroom Video Production: Techniques and Procedures for Planning and Producing Teacher-Made and Student-Made Videos*, authored by Edward M. Reeve, available from Griffon Press International.
- HyperEntrepreneur (a software program focusing on small business start-up) developed by Hyper Train, Inc.
- *Putting Ethics to Work* (a video focusing on the ethical standards of corporations and small businesses) available from Insight MEDIA.
- *Beat the Odds* (series of videos focusing on small business management) available from International Information Services, Inc.
- *"Focus on the Facts,"* (a series focusing on Building Excellence in Enterprise) available from the U.S. Small Business Administration.
- Publications from the Internal Revenue Service focusing on tax information, business expenses, required recordkeeping, etc.
- Retail Express (a software program focusing on accounting functions for small retailers) developed by Great American Software, Inc.

[15]"Your Business & The SBA." U.S. Small Business Administration, OPC-2 (9-90).

- "Trends and Issues Alert" publication titled "Entrepreneurship Education" from the ERIC Clearinghouse on Adult, Career, and Vocational Education, listing print resources and resource organizations.
- SCORE (Service Corps of Retired Executives) sponsored by U.S. Small Business Administration (1-800-U ASK SBA) offering seminars, one-on-one counseling, and packets for beginning a small business.
- National Business Association (1-800-456-0440).
- "EntrepreNews & Views" available from the National Entrepreneurship Education Consortium, Center on Education and Training for Employment.
- Resource directories focusing on small businesses/entrepreneurship (published annually) from Pacific Bell Directory.
- NBEA's Joint Committee on Economic Education.
- Joint Council on Economic Education (1-800-338-1192).
- *Entrepreneurship: the Marketing Perspective Curriculum Planning Guide,* available from MarkED Resource Center (1-800-448-0398).
- *Great Quotes from Great Women; Business Quotes;* and *Great Quotes from Great Leaders* (three books from *The Success Collection* by Celebrating Excellence).
- Small Business Guru (a shareware software program focusing on business start-up, tax information, legal matters, and checklists/worksheets) from M. Jenkins, Kaneohe, Hawaii.

CHAPTER 8

Legislative Leadership

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Legislative bodies have always made major decisions which impact the educational system. Never before, however, have legislators at all levels taken more active roles in passing legislation designed to directly impact America's classrooms. Over the past decade, as our country has continued on a downward spiral both educationally and economically, more legislators have concentrated on a two-fold goal: improving the educational system while simultaneously increasing the ability of America's work force to compete in a global economy. Since democracy is less than a perfect governing system, quite often the "squeakiest wheel" gets a greater share of the educational pie. In the past, business education has had its power base gradually eroded partially because the membership has not demonstrated legislative leadership nor have members been involved actively as advocates on behalf of the discipline.

Mission statement and goals. In 1990 the NBEA Legislative Action Committee drafted a mission statement: The mission of the NBEA Legislative Action Committee is to develop and encourage participative action by the NBEA membership on national, regional, state, and local legislative and curriculum issues which affect business education. *Hot Tips: Legislative Strategies for Business Education* was written by members of the NBEA Legislative Action Committee and published by NBEA. This publication has been used by business education organizations and individual members as a guide for becoming more active in legislative matters.

The NBEA Legislative Action Committee established a series of goals, which follow:

- Organize and operationalize a national network of 5,000 active NBEA members to impact legislation and influence curriculum decisions
- Conduct legislative leadership seminars at national, regional, and state conventions
- Identify key areas of legislation which offer specific and unique opportunities for business education programs and students
- Publish legislative advisories on a continuing basis to keep NBEA members informed of current and impending issues
- Promote business education by focusing attention on student and program success stories through a variety of media sources.

At this time, the national network includes organized groups from a majority of states. Legislative seminars have become regular well-attended sessions at the national and regional conventions and many state conventions. The legislative committee is planning a format for promoting outstanding programs, teachers, and students for the purpose of calling attention to the need for expanded business education programs nationwide. The National Business Education Advisory Board, strong advocates on behalf of business education, is identifying strategies for "telling the business education story." The slogan, "One Big Voice," is now identified with legislative activities. One can safely say, therefore, that business educators are becoming more aware of the importance of legislative leadership.

While the membership can be pleased with the success of recent legislative activities and the extent of the involvement and interest by many individual members, the discipline of business education vitally needs increased legislative leadership and advocacy by many more people on all levels. In times of economic austerity, business educators must monitor pending legislation and promote business education proactively at the grassroots level as well as in the state and national arenas. Legislative leadership and advocacy must be the responsibility of all concerned, dedicated business educators!

Ideas for state and regional conventions. Regional and state legislative committees need to plan programs of advocacy on behalf of business education by adapting similar strategies used by the National Legislative Action Committee. Regional and state committees should plan interesting formats at conventions for gaining members' interest. These committee members should feel personal responsibility for developing leaders across their states who are advocates for business education and who are prepared and willing to influence legislative decisions. Some ideas for legislative/advocacy sessions at regional and state conventions follow:

1. Invite a state legislator to lead a session on how to work with members of the legislature. Follow up with this legislator and build a relationship. This person may become an "inside person" to support the interests of business education.
2. Plan sharing sessions in which business educators exchange ideas that have proven successful on the local level—how the school board was influenced, how the principal's support was gained, and/or ways local administrators have supported business education. Business teachers are always interested in sharing ideas. "Success breeds success." Hearing about colleagues' successes may inspire others to become involved.
3. Invite a member of the NBEA Legislative Action Committee to lead a workshop using the NBEA publication *Hot Tips*. Purchase copies of this publication for participants to use on a continuing basis.
4. Host a well-planned session which enables business leaders and business educators to exchange ideas and work together. Too often business educators operate in a vacuum. Successful programs almost always are supported by the community's business leaders who are willing to help business educators in numerous capacities. But we **must** ask and we have to build relationships.
5. Share ideas or ways to promote and recognize outstanding business education students, competitive events winners, and teachers who use innovative teaching

strategies. Business education has, as do most educational disciplines, hundreds of "unsung heroes" who deserve to have their efforts recognized. Recognition breeds pride in teachers and students while earning respect from colleagues, administrators, and legislators.

6. Plan a workshop based on how to sell business education to the various decision-making groups whom we need to influence—students, parents, business people, school boards, and civic organizations. Each of these groups requires special techniques and forums. The key is to inform each group about what business education can do and is doing for them. NBEA has two excellent media available for reaching students and parents: The brochure, *9 Facts Every Parent Should Know About Business Education Courses*, is available at a nominal price and should be in the hands of all potential students and their parents; an attention-getting video, *Taking Care of Business*, developed by the Foundation for the Future of Business Education, should be used as a recruiting and advocacy tool with students. School boards can be convinced of business education's importance most effectively by business leaders, but educators must provide the facts and impetus.
7. Invite members from several strong, supportive advisory boards to present their views on how business education professionals can work better with business people. A panel like this can share creative ideas as well as generate excitement at the opportunity to participate in improving education. Business educators can be encouraged to try to develop their own active boards if they want to experience the success their colleagues are having.
8. Hold a session which relates to upcoming state or national legislative issues and how business educators can impact the legislation. Promote your state's network and enlist new people to join letter-writing campaigns and groups using phone banks.
9. Plan an "early bird" session for your state's NBEA legislative network members. Explain how the system works, how members of the network might be called on to respond to issues, and how important it is for network members to respond quickly.
10. Have your state legislative committee chair or a regional NBEA Legislative Action Committee member lead a session on pending legislation or advocacy issues. State legislative committees should be actively involved with monitoring legislation and its impact on business education programs and in distributing information to members in a timely manner. Members must see a connection between the committees' initiatives, members' actions, and results manifested!

Proactive involvement by individuals. While legislative leadership by leaders on the national, regional, and state levels is crucial to the well-being of business education, influence at the local level is equally important! Where strong business education programs exist on any level—secondary, community college, or university—there are always individuals who are committed to promoting their programs. Even though business education programs are sorely needed by businesses for the primary reason that these programs produce well-trained employees, officials do not readily recognize their value; therefore, business educators must be willing to sell, and even fight for, their programs. This proactive involvement can be manifested in the form of advocacy or legislative action in numerous ways. Some ways individuals or departments can become active follow:

1. Identify worthwhile issues—do not waste the time of legislators, school board members, or administrators.

2. Do your homework. Be prepared to present concise, factual data which provides evidence of your graduates' successes. Never ask for votes, financial support, or school board backing without being able to justify your requests with impressive facts. Remember, these people hear dozens of requests just like yours; they must be sold.

3. Present written data in an easy-to-read, concise format. Use charts, graphs, and other visuals to clarify your points. Avoid long reports—they will not be read—and your message may be lost. Provide pertinent materials to legislators which they can use in speeches and reports. They are impressed with such facts as number of graduates, what graduates can do, where they are placed, and the demand for graduates. Capitalize on your computer and desktop publishing skills by demonstrating to your audience the special capabilities your students are developing.

4. Never solicit assistance from any group to save your job. Your objective should be to strengthen your programs so students can be prepared to enter the American workforce and become productive.

5. Be prepared to discuss the value of business education courses for college-bound students as well as vocational students. Approximately sixty percent of secondary students now go on to college. Business education is an excellent college-prep program for most students. Sell your program by capitalizing on this strength.

6. Be sure your position does not conflict dramatically with efforts your administrators may be promoting.

7. Know both sides of an issue. Brainstorm with your colleagues to determine ways to counter the opposition's major points. If you must, acknowledge negative aspects of your proposal, but focus on your strengths. If you can find a way to effect a win-win proposal, by all means do so; it is much easier to work with people than to fight them. Winning together is more rewarding, as a rule, than beating the opposition. Since part of the political process is compromise, you must be willing to give a little on one point in order to win on a more significant point.

8. Define your position in terms of votes, dollars, and graduates. Understand and present your issue's social and economic impact and how it might impact a legislator's campaign or a school board's constituency. Don't threaten, cajole, blindside, or demand. Your goal is to win friends for business education, not create enemies. Accept defeat gracefully, and go to work on a different strategy or the next issue.

9. Listen to the individual or group you are trying to persuade. Learn their positions, dislikes, voting patterns, and commitments. Offer to help legislators with other positions and issues on which they are working. Build bridges, relationships, and friendships; most people help friends and colleagues.
Lobbying is nothing more than interpersonal relationships played out in a political or administrative arena.

10. Organize an effective team of parents, students, and business leaders to speak out on your behalf.

11. Avoid flooding peoples' offices with form letters, but recognize the impact of courteous, personalized letters, especially if they are from a legislator's or elected official's constituents.
    Use your legislative/advocacy network, which should be prepared at all times to mobilize.

Additional strategies. The secret to effective advocacy is to keep your message before a variety of audiences on a continuing basis. Some effective ideas follow:

1. Organize a legislative breakfast or a school board reception to showcase your department.
2. Operationalize an active advisory board made up of influential business people who have a vested interest in the education of your students. Select a personable, interested person to chair your committee, and work with this chair to construct an agenda with substantive issues. Don't waste business people's time!
3. Invite legislators to serve on your advisory boards.
4. Make friends with key legislators and invite them to speak at faculty meetings and advisory board meetings.
5. Present an award to a key policy maker for supporting business education. Seek media coverage of the presentation.
6. Recognize supportive state legislators in newsletters. Write thank-you letters and have your students write. Edit, edit, edit. The quality must be excellent if it is representing your program.
7. Find ways to get media coverage for your organization's activities.
8. Invite legislators and policy makers to visit your program and meet your students.
9. Maintain a close and consistent relationship with legislators on your state's House and Senate Education Committees, especially those in your district.
10. Send newsletters or other key promotional materials to legislators and other policy makers. Be sure the quality of these documents is excellent.
11. Operate your department more like a business and less like an academic entity. Business departments need to create a more business-like image. Develop a strategic plan and share it with appropriate leaders. Design a marketing and promotion plan with deadlines and objectives and implement it.
12. Seek ways to showcase students. Find ways to promote as many students as possible. Nothing succeeds like success! Take as many people with you to success as you can.
13. Advertise your strengths; downplay your weaknesses.

How to write to an official or legislator. When putting your position in writing, keep these points in mind:

1. Write letters that represent business education in a positive manner.
2. Write clear, brief, courteous, factual, professional, and sincere letters.
3. Write original letters; never use form letters.
4. Introduce yourself. Briefly discuss business education and your positions. If you met the legislator recently, refer to the occasion.

5. Include a brief, easy-to-follow fact sheet.
6. Write about only one subject in each letter.
7. Refer to any bill by number and name. Refer to issues by familiar terms.
8. Explain clearly why the bill or issue is good or bad for your interest.
9. Back up arguments with facts and figures. Do not exaggerate.
10. Include newspaper and journal articles which are pertinent to the issue.
11. Ask for a reply that presents the legislator's or official's position on the issue.
12. If the legislator or official supports you, send a letter of appreciation for the position taken. If not, write again requesting continued consideration.
13. Keep writing—urge others to write. Maintain contact.

RECOMMENDATIONS FROM SUCCESSFUL ADVOCATES

Business educators across the country have been successful in legislative and advocacy efforts. More and more educators are taking an active role in selling their programs with impressive results. Summaries of some of these success stories follow:

Legislative action by the Indiana Business Education Association. The Indiana Business Education Association (IBEA) recognized a tremendous need to become involved in legislative issues and activities in order to make a positive difference in the future of business education in the school curriculum at all levels. Traditionally, business educators in Indiana have not lobbied diligently for or against issues that impact business education. With the current education reform movement, however, this organization became increasingly aware of the need to *act now* on behalf of business education.

Through the efforts of *IBEA Partners*, a state partnership consisting of key people from areas such as business, government, education, and the state business education association, IBEA has become involved in legislative activities.

The following list outlines how IBEA became involved, identifies major points learned by its membership, and provides suggestions that may be of interest or benefit to other business educators.[1]

MEETING THE RIGHT PEOPLE. IBEA's legislative action began with the assistance of an IBEA Partner who was a lobbyist for the automobile insurance industry. Locating someone with lobbying experience to assist in lobbying efforts saves time and helps an organization to be more successful. Through the lobbyist's experience and coaching the following was learned:

a. *The process to review proposed education bills.* A synopsis of all proposed bills is provided by various sources such as the state chamber of commerce. From this synopsis, IBEA identifies the ones that relate to business education.
b. *Where the bill room is located in the capitol and the procedure for obtaining copies to review.* Once bills that can influence business education are

[1]Submitted by: Marlene Todd Stout, Curriculum Supervisor, Business Education Department, Kokomo High School, 2501 S. Berkley, Kokomo, IN 46902. Marlene Stout is a member of the NBEA Legislative Action Committee.

identified, a visit is made to the bill room where bills are read or copies obtained of selected bills.

c. *Where the House and Senate chambers are located, who the chairmen of the House and Senate Education Committees are, where their offices are located, and how to meet with them.* After IBEA representatives have reviewed the bills and determined concerns, issues, or recommendations, they meet with the education chairmen of both chambers. This can be done by calling for an appointment or by walking in and asking the receptionist for an opportunity to talk with the legislator or other person. Occasionally it is possible to talk with a legislator in the hall for a brief discussion. It is also important to talk with legislators sponsoring or supporting selected bills. Once the General Assembly convenes, it is possible to send a note with your name and organization to the senator or representative with whom you wish to speak while they are in session. If they have time, they will often leave the floor to talk briefly with a visitor.

d. *Who the education lobbyists are and how to talk with them.* It is very important to know the lobbyists of associations and groups that routinely lobby and testify for education-related issues. Lobbyists for state education associations; superintendent, principal, school board associations; and parent/teacher lobbyists are examples of the kind of associates business educators need to meet. If lobbyists know a group's concerns and wishes, they may be willing to include those issues in their lobbying efforts.

e. *How to determine when bills are scheduled for a hearing and the procedure for testifying.* Hearing schedules are routinely published and displayed outside the bill room and are often published in the newspaper. The education chairman for the appropriate chamber can also answer questions regarding the time when the bill is scheduled for a hearing. Being aware of appropriate procedures for testifying is critical. If it is anticipated that testimony will be given, the individual who will be testifying should observe a hearing first to learn protocol and strategies.

f. *Other groups to contact.* Effective lobbying includes meeting with the state board of education, state superintendent, and appropriate liaisons to the governor concerning major issues.

g. *How to arrange for amendments to bills.* One must find a senator or representative to sponsor amendments after the bill has been reviewed and suggested changes or wording have been provided for the sponsor.

h. *The importance of a strong legislative network.* A critical aspect of legislative action is a support network to meet, write, and call legislators at strategic times.

CRITICAL POINTS IBEA MEMBERS HAVE LEARNED ABOUT LEGISLATIVE ACTION.

a. Be prepared when calling on legislators, lobbyists, and governmental officials.

b. Present them with a business card.

c. Know what your organization wants and be able to identify specific points. Due to hectic schedules they often must read information later.

Provide information about the association and its members' concerns. Lobbyists will often include points or concerns if they have written information. Brief fact sheets are important.

d. Do not be afraid to lobby or talk with legislators and other lobbyists. Most new lobbyists are pleased to find that legislators are approachable and available.
e. Be polite, courteous, and persistent. Showing sincere interest and concern for future generations and how business education can contribute or help solve some of the education, workforce, and world problems will be remembered.
f. Leave documentation with association credentials, facts, and brochures, and follow up with your contacts throughout the year. Legislative effectiveness is an on-going process—not a one-time shot.

WHAT IBEA HAS ACCOMPLISHED.

a. An increased awareness of business education. Presenting legislators and government officials with letters, booklets, and fact sheets on how business education contributes to tech prep, workforce development, critical thinking, and academics are ways that work to create this awareness.
b. Lobbyists and legislators are beginning to mention business education in hearings, from the House and Senate floors, and are writing news releases endorsing business education. Most legislators will be supportive of key issues if they know the facts, but many do not know about business education and its contributions.
c. An increased knowledge of lobbying procedures, people to contact, and the need to have business education included in bills as part of the core curriculum, tech prep, and workforce development.
d. The support of legislators who are willing to sponsor amendments to bills that include business education.
e. An increase in the number of business educators being placed on state government education committees.
f. A recognition of the importance of strong legislative action.

Massachusetts State Association makes legislation top priority. According to Barbara Ash, president of the Massachusetts Business Educators Association (MBEA) and professor of business education at Suffolk University in Boston, "Our state associations must become actively involved at the local level in developing positive relationships with our legislators. We must become involved in the political cycle."

The following are suggestions from Dr. Ash for the leaders and board members of state business education associations:

1. Appoint a legislative chairperson to serve on the board of directors of your state association. Preferably, this individual should know the political process, should be able to serve for some period of time, and must be a person who can get the job done. The individual does not necessarily have to be a classroom teacher. For example, in Massachusetts, the new MBEA legislative chairperson is the administrative assistant to former U.S. Speaker of the House of Representatives, Tip O'Neill. She knows the political process inside as well as outside Massachusetts—she can get the job done!

2. Set up a network make up of business educators and individuals from the business community. In Massachusetts, each of the 160 state representatives was contacted and asked to identify and provide addresses and telephone contacts for two business education teachers in each district who would be willing to serve as a legislative liaison with the representative and the Massachusetts Business Educators Association. This process accomplished three things. First, MBEA found out which of the 160 Massachusetts state representatives were responsive. Second, some of those teachers identified were not members of our state association and subsequently became members. And, third, MBEA members developed an immediate awareness of the goals of the association and of business educators among our 160 Massachusetts legislators! Each business educator in MBEA's network will soon be asked to recruit one or two business leaders from the community who will also become part of the legislative network. Similar to a "chain letter," the network is growing.
3. Consider sending a copy of the state association's newsletter to all representatives and senators in the state. Feature (with pictures) an outstanding school, accomplishments of students, and success stories relating to business education.
4. Make an award to a state senator or representative who has been supportive of business education. Honor the legislator at the annual convention, and arrange for media coverage of the event.
5. File legislation which will help business education. For example, MBEA has written and filed a bill to require keyboarding for all students. Since Massachusetts has no state supervisor of business education, a legislative priority for MBEA in 1992-93 is to file a bill for such a position. The writing of any bill requires research; thus, a special project for MBEA members is learning about the roles and responsibilities of the state supervisors in other states and to communicate the need to Massachusetts senators and representatives.
6. Have your state association endorse a political candidate who makes business and vocational education a priority, and campaign and organize meetings for these candidates. Since business educators are expert organizers, they can manage meetings and conventions. A new priority for business educators should be organizing for political action!
7. Involve your state association in actively lobbying to influence legislation. Your association must organize to effectively communicate the concerns, need, opinions, and facts to those individuals who are making policy.
8. Cultivate legislative leaders and education committee chairs. Involve them in the program at an annual convention as keynote speakers or as workshop leaders. Feature a legislative workshop on the convention program.
9. Review existing laws annually to determine if they need to be amended. If new laws are needed, adopt position statements to disseminate to legislators, the state legislative network, and any other support groups.

What can you and your state association do? The list is long! Start by reorganizing your association's priorities. Business educators have never been wary of learning but they don't need to be educated now about new technologies, new innovations in curriculum, or about new methods of teaching; rather, the state association must meet the professional development needs of its members by providing workshops on how to effect change to benefit business education, how to file legislation, and how to be politically

active. The first priority on the list for state associations should be political action![2]

Business education is no stranger to Nebraska legislators. Business education stands tall in Nebraska because visibility has long been a priority to Nebraska business educators. It is not by accident that enrollments have increased in Nebraska when many programs are failing in other parts of the country. The Nebraska business education legislative network meets each year at the spring meeting of the Nebraska State Business Education Association and the fall meeting of the Nebraska Vocational Association. This value-driven group of people is constantly seeking ways to become proactive for business education.

Since Nebraska is a diverse state—from the metropolitan areas of eastern Nebraska to the rural areas of central and western Nebraska, what works in one area may not be feasible in another area. A summary of some of the "prize winning activities" reported at a recent meeting follows.[3]

Two years ago, a statewide zero percent spending lid was proposed for all government agencies, including schools. The Geneva High School Vocational Advisory Council took action. The council consists of teachers and community representatives for all vocational areas.

A meeting was called by vocational director Cindy Talley, who explained the impact such legislation would have, not only on school programs, but on community programs as well. Emphasis was placed on the possible reduction or elimination of elective programs which would very much affect the vocational areas these people supported.

As a result of this initial meeting, the council decided to fight through a letter-to-the-editor campaign spaced over the weeks before the election. A flyer was created showing the ballot and explaining the damaging effects of this legislation. These flyers were placed on cars during football games and downtown store hours. A community representative of the council contributed the funds necessary for publication costs.

A public relations campaign consisting of a plan to have Advisory Council members speak to individuals and organizations was formulated. A direct result of this effort was a community open forum that developed through the efforts of one of the Advisory Council members. Due to local efforts like this across Nebraska, the zero-percent spending bill failed in the election. Grassroots action multiplied across a large area can be very effective.

One of the largest audiences available to business education and the one to which organizations relate the most poorly is the senior citizen population. A highly successful program sponsored by the Peed Corporation of Lincoln, Nebraska, bridges the gap between senior citizens and teenagers, promotes business education to the community, and shows senior citizens where their tax dollars go. One of several schools in Nebraska to implement the program during the 1991-92 school year was Fremont High School.

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[2]From Requiem to the Profession: A Plan for Resurrection. Dr. Barbara F. Ash, Distinguished Lecturer, Rider College, c July 1992.

[3]Submitted by Carla Gries, Omaha Public Schools, Burke High School, Omaha, Nebraska.

Radio, cable television, and the newspaper are used to advertise the program to the community. Some schools work through the area Office on Aging to contact the Silver Headed Legislative Network. The senior network then does its own advertising of the program, which takes a great burden from the classroom teacher. Students write an invitation letter to each registrant inviting him/her to a computer seminar for senior citizens, using prepackaged lesson plans and materials provided by Peed Corporation, P. O. Box 85380, Lincoln, NE 68501 (1-800-848-1478). The seminar takes approximately six hours—two evening meetings, three hours each. In addition to positive publicity, the business teacher is given an opportunity to show the seminar participants what is needed in the business education department. This program has proven to be mutually beneficial for everyone involved and an excellent way to become visible to many people who have no direct involvement with the school.

One effective activity involves setting up a business education booth at the county fair. Another activity involves FBLA members in sending "success letters" to state and federal government officials. One local FBLA chapter sends two students every month to the local chamber of commerce meeting. Successful students need to be showcased because they are the best advertisements for business education.

In times of shrinking resources, the programs that stay around will be those that are highly visible with many well-advertised success stories. The success of business education programs depends greatly on the effectiveness of legislative/advocacy efforts.

BETA Group of Fairfax County, Virginia, active advocates. BETA (Business Education Teachers Association) was formed 10 years ago to provide business teachers a means of fostering communication with various publics and to promote professional growth. Most business education teachers in Fairfax County are active in the organization.

During the past year, BETA became actively involved as advocates on behalf of business education by addressing these key issues:[4]

1. Licensure Requirements of Business Teachers. BETA members communicated with the Virginia Department of Certification by visiting the officials and presenting a written document. The group's representative made recommendations for changes in business teacher licensure requirements. Action on this initiative is pending.
2. Cooperative Office Education Coordinator Class Assignments. BETA represented all Fairfax County COE coordinators and initiated action to ensure that coordinators were given a planning period. As a result, COE coordinators have been given a planning period.
3. Instructional Technology Plan and Seven-Period Day. The BETA president addressed the school board during their budget hearings and drafted a letter containing signatures of most business teachers voicing a united concern that these two important programs be continued in Fairfax County. The Technology Plan was reduced, but the seven-period day was retained without change.

[4]Submitted by Linda Rousavall, Dept. Chair and COE Coordinator, Thomas Edison High School, Alexandria, VA 22310.

NEWSLETTER SHARES SUCCESSFUL ADVOCACY/PROMOTION EFFORTS

The September 1992 issue of *Keying In*, NBEA's newsletter, spotlighted business educators who are successfully promoting their programs. Some excerpts from this publication follow:

"In a perfect world a good business education program would sell itself. Unfortunately, with falling enrollments and state mandates for increased academic requirements squeezing business education out of the curriculum, business educators have to promote their programs in order to survive and thrive.

High school business education courses are usually electives that compete with the school's other elective offerings. At community colleges and universities the business education departments compete with many other programs. Promotion can make the difference between high enrollment and low enrollment, and in some cases, between survival and extinction."

Success stories are mentioned below:

Phyllis Smith's department at McClellan High School, Little Rock, Arkansas, stages a mock trial, plays executive games, does service projects, has an awards program and proclaims the winners in big, bright letters on posters. The idea is to get started—and don't ever let up.

The Department of Business at Kirkwood Community College, Cedar Rapids, Iowa, has its own speakers' bureau made up of faculty who speak at high schools on such topics as "Ethics in Business," "Leadership Development," "Business Communication—Words Used and Abused in Business," and "Resumes and Job Preparation." "The idea is to give our department visibility," reports **Marilyn Price**, professor and coordinator of the Administrative Assistant Program and Office Administration at Kirkwood.

John Swope, associate dean of Instruction and Administration at East Carolina University's School of Education, makes it a priority to be highly visible on campus. "A lot of students were not finding us," he said. He uses every opportunity to talk to administrators and counselors. "I make it my business to be in a place where they can't avoid me." For example, Dr. Swope seeks out and talks to influential people at faculty receptions.

At the University of Maine, Machias, where every business student must belong to Phi Beta Lambda, **Art McEntee**, director of Business Teacher Education, always sees to it that the school newspaper carries news of a student elected to public office or of members attending national conventions.

Sherry Roberts, East Poinsett County High School, Lepanto, Arkansas, managed to persuade a local TV station to film FBLA Week activities at the school for a show aimed at teens. "You keep calling them and calling them, and eventually they'll come," she said.

Every spring the Business Education Department at Johnson City High School, New York, sponsors a contest for all those who take a keyboarding course. The prizes range from ice cream sundaes to the big prize, usually concert tickets donated by a radio station. The school newspaper carries an account of the event, and the contest generates lots of notice from the rest of the school.

The Business Education Department at Loveland High School, Loveland, Colorado, under the guidance of department chair **Sue Walter**, sponsors a Recruitment Day each semester, talking to each student and staging a classroom presentation to show students which courses they can take.

Behind successful business education programs across the country one can always find educators promoting their programs. All business educators need to be advocates for business education!

LEGISLATIVE LEADERSHIP

Encouragement from a national advocate. According to LeMoyne Smith, a member of the NBEA Legislative Committee, "Educators often overlook the many opportunities to speak up about the merits of a business education program, many times due to the assumption that others are already aware of the program; however, fellow educators and colleagues on the local level may not be aware of the many business education offerings and opportunities if their merits are never discussed. Just as insufficient information about business education programs locally may result in a reduction in program offerings, lack of dissemination and advocacy on the state or national scale often results in little appreciation for this important field.

The adage, "you can't make friends when you need them," applies especially to business education. Courses in this field are almost always elective and do not carry the "important" connotation as do the "required academic curricula" unless the local business educator is an advocate and also enlists other advocates for the business education curriculum both inside as well as outside the local school.

Securing broad-based support for the business education curriculum will require business educators to make contacts outside the local school system. "Telling the business education story" is not only the business educator's responsibility, but it is also a wonderful opportunity to share with business people and legislators (local, state and national) the numerous success stories of business education program graduates. Unless business educators take on these responsibilities and view them as opportunities, the many successes of their programs will never be told. Bringing these messages to the attention and making them a priority of those who influence the direction of education is a must if business education is to receive the recognition and support it so richly deserves as an integral part of the school curriculum.

Legislators, business leaders, and those responsible for charting the direction of education want to hear from educators about their efforts to train today's students who will become tomorrow's workforce. One issue of much concern in building a competitive world-class workforce is *productivity*. Productivity issues in the workplace often center around lack of training and development of the appropriate skills and knowledge required for the successful worker. Establishing a common discussion ground such as "productivity" causes both the educator, the legislator, and the advocate to join "mental hands." Only when business educators contact the legislators

and business leaders and discuss these issues in person or in writing can the full message be delivered.[5]

CONCLUSION

Members of the NBEA Legislative Action Committee are beginning to see evidence that business educators across the country are becoming stronger advocates on behalf of our discipline. Many state associations are realizing the importance of monitoring legislation, building relationships with legislators, and suggesting amendments when feasible.

No other discipline has changed its curriculum more dramatically or had its members work harder to stay on the cutting edge of technology and business practices than has business education. While most business educators previously have not seemed to grasp the need for becoming leaders in the legislative, promotion, and advocacy processes, many are now beginning to realize the importance of being proactive lobbyists and advocates. Business educators all across the country must realize that educational matters cannot be separated from the political process. Whether one agrees or disagrees with the system is irrelevant; the fact is, politicians are making sweeping decisions that impact business education. Advocacy efforts to influence legislation in support of existing programs must be initiated; simultaneously, efforts must be underway to influence legislators and other decision makers to provide new opportunities for America's students through business education.

The future of business education depends on how well business educators seize the opportunity to demonstrate effective legislative and advocacy leadership. **Every business educator needs to be a lobbyist and advocate for our discipline!**

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[5]Submitted by LeMoyne Smith, Member-at-Large, NBEA Legislative Action Committee

CHAPTER 9

Leadership Decision Making and Research

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Undertaking research to build a body of knowledge is of little value unless that knowledge is used for leadership decision-making purposes. Yet many individuals in educational leadership positions give only minimal consideration to research outcomes. This situation is due to a number of reasons, including the leaders not having access to relevant research nor a sense of confidence in interpreting the research outcomes.

These concerns are addressed in this chapter in two ways: first, through answers to five key questions about the use of research for decision-making purposes and, second, through two specific examples of how leaders in business education can use selected research outcomes. The questions include:

- How should research be used for making leadership decisions?
- Where can information about research outcomes be readily obtained?
- Do research outcomes become dated?
- How can the value of research for decision-making purposes be assessed?
- Is extensive knowledge of statistical procedures needed to interpret research outcomes?

FIVE KEY CONSIDERATIONS IN USING RESEARCH FOR DECISION-MAKING PURPOSES

Responses to the five questions follow. However, as this chapter is intended as an overview of using research outcomes for leadership decision-making purposes, the responses are provided in broad, general terms with emphasis given to the most pertinent points. The responses do not provide an in-depth discussion of the numerous research interpretation nuances that an expert consumer of research might consider.

How should research be used for making leadership decisions? The same research outcomes can be interpreted in different ways by different people, and even in different ways by the same individual when the outcomes are used for different purposes. For example, one of the goals for the America 2000 agenda proposed by the U.S. Secretary of Education is that U.S. students will be first in the world in mathematics and science by the year 2000. As of this writing, most recently tested U.S. students when compared with students from other nations ranked 13th in these subjects.

Now the question becomes one of how to meet this ambitious goal by the year 2000. One way would be to simply test a more selective group of students, students who are more academically capable in mathematics and science and whose instruction has focused on developing skills more in line with those tested than U.S. students are typically taught. Thus, without actually improving the schools for many of the students who truly need better education, research outcomes could easily be stated showing that the goal had been met. In this example, the test scores or research outcomes would serve the political purpose of showing that U.S. schools rank among the best in the world.

The use of research outcomes for serving political purposes may in some instances be justified; yet the true leader in education will not accept such use as indicating that educational improvement has occurred. Instead, the individual would carefully scrutinize the outcomes to discern just what is being compared with what and would use the outcomes to justify additional resources and educational changes aimed at meeting the needs of all students. The use of research, requires knowledge of procedures and sources that support the research outcomes along with a commitment to using the outcomes for educational improvement.

Where can information about research outcomes be readily obtained? Research outcomes that are presented in understandable terms and can be secured at reasonable cost are available from a number of sources. These include research publications of professional organizations, such as the National Business Education Association and Delta Pi Epsilon for business educators. In addition, the U.S. Department of Education; state departments of education, and the National Center for Research in Vocational Education publish research outcomes of interest to all educators. Particularly important sources for business educators are journals and publications listed in the *Business Education Index*, which is published by Delta Pi Epsilon. An additional source is the *Instructional Strategies, An Applied Research Series*, also a Delta Pi Epsilon publication which, as its name indicates, is aimed at translating and interpreting research outcomes for application purposes.

The Education Resources Information Center (ERIC), which was established in 1966 by the then U.S. Commissioner of Education, provides ready access to extensive research outcome information. Access to a subscribing library and minimal knowledge of using descriptors for search purposes is all one needs to access the ERIC system with its computer search capability. Completed computer searches, instantly obtainable from CD-ROM media, provide printouts that contain abstracts of research reports as well as journal articles.

Do research outcomes become dated? The answer to this question, as one might suspect, is both "yes" and "no." If the research addresses a topic about current use of computers and electronic equipment used in business offices located in various parts of the United States, the answer is obviously "yes" since advances in information-processing technology have led to continuous change in the equipment used. The rapid acceptance of facsimile equipment for transmitting information is just one example of how quickly new information-processing procedures can be adopted.

On the other hand, research that addresses basic learning principles will remain ever useful. The research base for skill instruction holds true regardless of the skill being taught. One such principle is that practice should be as closely related to actual use as possible. Thus, when keyboarding practice materials are selected, the materials should focus on practicing as much as possible on regular text as the research base clearly indicates. The materials should not contain nonsense-syllable practice frequently found in electronic keyboarding materials prepared by individuals with little knowledge of the development of keyboarding skill or of the research base behind the development of the skill. The use of research for decision-making purposes requires a sense of the usefulness of applying the findings over time.

How can the value of research for decision-making purposes be assessed? Validity and reliability are two major characteristics that research must have when it is used for decision-making purposes. Validity, in simple terms, means that the measures, or information base, of the research assesses what is intended to be assessed. For example, research outcomes on teaching the development of document processing skills cannot be measured through straight-copy timed writings. Straight-copy timed writing performance is a different skill than production typing.

Reliability means that the measures, or the information base, of the research will be similar over time. In other words, an individual's performance on the measure will not vary to a great extent when measured the second, or even the third time. Thus, students exposed to an experimental treatment designed to help them learn document production will perform consistently on document production when tested over time. For surveys, reliability means that respondents will respond similarly over time.

Another major concern in interpreting research outcomes is the representativeness of the subject group. If the research is experimental, then the subjects are randomly selected from the population they represent and the findings can be readily generalized to the population. In educational research, random selection of subjects is seldom possible; therefore, in using research outcomes for decision making, care must be taken to gain a degree of comfort that the subjects studied are similar to those who will be affected by the decision. For example, outcomes of research on computer-skill development taught to a group of high ability students should not be used for making decisions about students of all different abilities.

Further, when basing decisions on survey research, the research user must take care to examine not only the representativeness of the respondents but also the rate of response. Responses to survey research are almost always somewhat less than 100 percent. A response rate of 70 to 90 percent is desirable, especially when care is taken by the researcher to assure that nonrespondents do not differ from respondents. Basing decisions on outcomes of survey research with response rates of 50 percent or less is highly questionable as the results are subject to responder bias.

Is an extensive knowledge of statistics needed to interpret research outcomes? Many educators, including those in decision-making positions, shy away from the use of research because of feelings of discomfort in

interpreting research outcomes presented in statistical terms. The important thing to remember is that "statistical significance" and "practical significance" are two different things, with the latter being much more important. Statistically significant differences can be found between instructional treatments when the practical differences are quite small, perhaps only 1 or 2 points on a test, particularly when large numbers of students are involved. Furthermore, correlations can be statistically significant when the extent that one variable is related to another is less than 5 percent. Therefore, rather than depend on and be intimidated by results stated in statistically significant terms, the decision maker must look at the actual quantity outcomes and assess the practical significance of them.

USING RESEARCH OUTCOMES—TWO EXAMPLES

With responses to these five questions in mind, it is now time to examine the use of actual research outcomes for leadership decision-making purposes in business education. The research base for both of the examples is very much in the developmental stage. Thus, questions naturally surface about decision making related to them. The first example questions the acceptance of "new workplace skills" instruction and second, the acceptance of "new keyboarding skills" instruction.

Does the current workplace research base justify teaching new skills? A series of major reports has emerged from a special group commissioned by the U.S. Secretary of Labor examining what work requires of schools and what is involved in learning to earn a living. Issued in 1991 and 1992 by the Secretary's Commission on Achieving Necessary Skills (SCANS), the reports have permeated the vocational education arena, including business education. The reports support the idea that future workers must have competency in five areas including (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology. Further, the competencies rest on a broad three-part foundation that is of particular interest to educators. It includes:

- Basic Skills—reading, writing, arithmetic and mathematics, speaking, and listening
- Thinking Skills—thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
- Personal Qualities—individual responsibility, self-esteem, sociability, self management, and integrity.[1]

Although the five competencies and three-part foundation appear logical, they are supported mostly by the opinion of the members of the commission and a limited research base.[2] The commission interviewed approximately 200 people from a sample that was not a scientifically valid cross section of the American workforce. From the interviews, 23 high-wage and 23 low-wage

[1] *What Work Requires of School: A SCANS Report for America 2000.* The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991, p. vii.

[2] *Learning A Living: A Blueprint for High Performance, A SCANS Report for America 2000.* The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April 1992, pp. 9-10.

jobs were analyzed. For the "thinking skills" category, this research base led the commission to the conclusion that on a scale of 1 to 5, with 5 being high, that low-wage employees use the skills at the 2+ level, while high-wage employees use the skills at close to the 4 level. Without a clear definition of what is meant by "thinking skills," use of these findings for educational decision making becomes highly questionable. First, no information as to concrete examples of specific use of the skills is provided. How did these researchers determine when a worker has used "creative thinking" or the ability to "see things in the mind's eye"?

The five SCANS competencies along with the accompanying three-part foundation may very well seem to be what business educators should be teaching; however, expecting teachers to do so without a more substantial research base is impossible. For many of the skills to be taught, such as the "thinking skills," a knowledge or research, base that examines exactly how the skills are used in specific workplace settings must be developed. For instance, can an administrative support worker identify how and when such skills are used? Further, can the worker identify how the skills were developed? Answers to these questions will provide the research base needed to incorporate the skills into business education classroom instruction. Decisions by business education leaders requiring teachers to deliver these skills will only lead to frustration without the development of the much needed research base.

Does the current research base justify teaching keyboarding differently on electronic equipment? This question about keyboarding instruction is much easier to answer than the previous one, and, fortunately, a considerable research base does exist to justify some different teaching strategies when teaching keyboarding on electronic equipment. First, a basic principle of learning must be kept in mind—use of skills in instructional settings should be as similar to the setting of actual skill use as possible. Few business educators could argue that error correction is not a vital part of the keyboarding input process today. The information that business teachers need then to make the change to using error correction as part of input in their keyboarding instruction is what kind of performance can they expect from students? Extensive analyses of straight-copy timed writings by this author and colleagues[3,4] have established a research base for this change. From analyses of more than 4,000 straight-copy timed writings administered with error correction as part of the input process to students from middle school through collegiate level, we have determined the following:

- On straight-copy timed writings, students leave on average 3/4 of an error per minute uncorrected.
- The speeds that students attain are somewhat lower than those they attain when error correction is not part of the input process.

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[3]Schmidt, B. J. and White, C. D. "Electronic Keyboarding: Standards for Grading Timed Writings," *Business Education Forum*, Vol. 44, No. 2, 1989, pp. 29-35.

[4]Schmidt, B. J. and Joyner, R. L. "Timed Writings Completed on Electronic Equipment: Errors Not Detected Nor Corrected," *National Association for Business Teacher Education Review*, Vol. 17, 1990, pp. 23-27.

- The errors that students leave uncorrected are not the same as the errors they typically have on timed writings completed without error correction as part of the input process. For example, transpositions, once thought to be the major source of keyboarding errors, are minimal. Extra letters and incorrect letter, which seem to be attributable to sensitive keyboards, are the major sources of errors.

Thus, some key things about teaching keyboarding with error correction as part of the input process do have a research base. Individuals who are in leadership positions in business education should use this base to help business teachers adapt their teaching of keyboarding to the workplace needs of today. A number of questions about teaching keyboarding with error correction as part of the input process still remain, however. For instance, how early in learning the keyboard should the use of error correction be encouraged? Or, what relationship does use of the many function keys on today's keyboards have on number of errors students make and tendency for students to look at keyboards?

SUMMARY

To use research for leadership decision-making purposes, one must grasp the meaning and context of appropriate research, as in the two examples cited above. Simply assuming that a research base exists because an idea has gained popular acceptance is frequently not true. A research base, built over time with a number of studies confirming the same outcome, is one that best serves decision-making purposes. The business education leader who takes time to read, discuss, listen to, and carefully examine research outcomes readily available according to the guidelines presented in this chapter is the one who will assure that business education moves forward on a sound, research-based foundation.

CHAPTER 10

Grant Writing: A Necessary Leadership Skill

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WHY SEEK GRANTS

Today's educational leaders find themselves in a difficult position. They are faced with a growing list of responsibilities and challenges that serve to widen the scope of their basic mission. Additional duties mandated by society, rapid technological change, the need to remain competitive in the international community, and the underlying requirement to provide an enhanced educational experience for all students—these demands have often outstripped the ability of institutions to maintain pace in the face of flat or declining funding levels. All of this being the case, grants can fill the gap between goals and means.

These are literally billions of dollars in funding opportunities available from public and private sources for the support of education. The federal government, the world's largest single grantor, provides billions of dollars annually to education; for example, in 1990 the government awarded $1.13 billion in the form of educational block grants alone (*Digest of Education Statistics*, 1991). Corporate sources contributed approximately $2.6 billion in 1990 for education, according to the Council for Aid to Education (Grassmuck, 1991). An additional $1.5 million was awarded to education in the form of grants exceeding $10,000 in 1990 by the 300 largest U.S. foundations (Kovacs, 1992). Furthermore, billions are available from sources such as professional associations, special purpose groups, community service organizations, local businesses and industries, alumni, advisory committees, and individuals.

In an age of tight budgets, leaders in business education cannot afford to ignore these funding opportunities. Grant writing is not a difficult task; many educators have successfully acquired the needed skills. The first step to becoming a productive grantsperson is to develop a positive and disciplined mental attitude. Allocating time for obtaining grants is crucial. Other grantsmanship requisites include being organized, doing the necessary homework, exercising high-quality writing skills, and persistence. This chapter will address additional strategies and techniques that can help in the development and/or refinement of grantsmanship skills. The rewards of success will far exceed the hard work involved.

HOW TO OBTAIN GRANT FUNDING

While there is no magic formula for obtaining grant funding, there are some fundamental steps that will significantly improve one's chances. First, learn about basic principles of grantsmanship by studying publications available on how and where to obtain grants, by asking questions of colleagues or successful grant writers, and/or by attending grantsmanship workshops or courses. The identify the funding need succinctly and match it with the appropriate funder. The last step involves writing an effective grant proposal. This chapter will consider each aspect of this process.

Learn about grantsmanship. For those who are new to the situation, there is a wealth of information on the art of grantsmanship available in the form of "how to" books, directories, self-help guides, and manuals. Public and university libraries offer government publications, foundation center publications, newsletters, articles, ERIC documents, and computer data services that will assist the proposal writer in preparing a competitive document. The resource list at the end of this chapter provides a good starting point.

Professional organizations, universities, and school districts often offer workshops or courses on grantsmanship. These training sessions can provide help to the new proposal writer, as well as offer some tips to those who have had experience writing proposals.

Finally, do not neglect the best resources, those that are close at hand. One's own colleagues are an excellent source of inspiration and information, especially those who are experienced or who are responsible for assisting staff members in obtaining grants. Local/district administrators and state supervisors can also provide valuable guidance in this regard.

Identify funding needs. In education, grant funding is sought for a variety of reasons—curriculum development, curriculum improvement, applying new technology, training and retraining, developing model/experimental programs, enhancement of established programs, in-service training, continuing education, establishing networks, construction, pilot projects, needs assessments/planning, experimentation, and pure/applied research. Grants are also used as a means of securing needed state-of-the-art equipment and materials such as interactive video equipment, laboratory facilities for special needs students, or for improving students' academic skills. Grants often stem from previously funded research.

Without regard to the specific purpose for the grant, however, the key here is that grant proposals that identify a *real* need and match the objectives of the funding agency tend to get funded. Therefore, a considerable amount of thought must be given to what is to be accomplished. A test of whether the concept is fundamentally sound would be to express the perceived need concisely and in concrete terms. For example, "Our school word processing lab needs laser printers for the desktop publishing course," or "The keyboarding curriculum needs a component on integrating basic reading skills into the daily lessons." Each of these statements expresses a concrete deficiency. The first identifies specific equipment that is required to prepare students with job skills that are presently in demand. The second specifies an

academic deficiency in curriculum. If properly implemented, each would have an immediate and a long-term impact on the program in question. Finally, it should be emphasized that grant funding should not be sought merely for the sake of landing a grant but should be sought to address a real need.

Once a problem has been identified, it may have to be researched to determine the feasibility of continuing with the proposal. The research can provide the necessary justification or need for the given project. The amount of research required will depend on the nature of the problem. For example, acquiring equipment to update a lab, as in the first situation cited in the previous paragraph, would generally necessitate less formal research than would the second scenario, that of curriculum modification.

Now, having identified a problem, one must develop a strategy to address that problem. As the concept for a project is being formulated, get advice from advisory committees, fellow workers, supervisors, etc. Brainstorming with peers and/or staff can generate a long list of creative ideas. This technique can be used with other business educators to identify several facets of the problem or project, as well to sort out what is really a *need* and what is a *whim* (Bauer, 1988; Liedtke, 1988). Using an interdisciplinary and multi-teacher approach to the project design may strengthen its eligibility for funding (Simmons, 1991).

Finally, consideration must be given to whether approval and/or support will be granted by the appropriate authorities in the school system (principal, superintendent, school board, college dean, and/or college president). For example, will the school provide the project staff release time from teaching? Will they be willing to provide matching cost? Will they continue to support the project after funding ceases? Moreover, the proposed strategy for addressing the identified need must fall within the scope of the organization's mission and capabilities. These are questions that must be addressed at the earliest stages of proposal development.

Selecting the appropriate funding source/agency. Locating the right agency to approach for funding can be a time-consuming process. The type of proposal and the amount of funds needed will dictate which funding source is the most appropriate. The following points should be considered when locating the appropriate source of funding.

Providers of grants. The three major sources of grant funding are government agencies, foundations, and corporations. Other sources may include professional organizations, vendors, manufacturers, civic organizations, advisory committees, trust funds, and individuals.

Government (public) funds consisting of federal funds, state funds, and county/city funds are available in the following forms. *Project grants and categorical grants* are designed to fund proposals for special programs. *Formula grants* allocate funds according to a set of criteria for area-specific programs and may go through an intermediary, such as a state or local government agency. *Block grants,* also allocated on a formula basis, are for a group of related programs with funds sent to state or local governments for distribution based on identified priorities. *Contracts* are used when government

agencies solicit proposals through RFPs (Request for Proposals) for some predetermined activities (Bauer, 1988).

The private sources of grant funding consist mainly of approximately 25,000 foundations and 800,000 corporations (Bauer, 1988). The 1992 edition of the *Foundation Grant Index* categorizes the 300 top foundations into four types. *Independent foundations* are independent grant-making organizations, which usually derive their funds from individuals or families, and are established to aid social, educational, religious, or other charitable activities. *Company-sponsored foundations* are, by law, independent, private grant-making organizations with close ties to the corporation providing funds. *Operating foundations* are organizations that use their resources to conduct research or to provide direct service. *Community foundations* are publicly-sponsored organizations that receive funding from many donors and make grants for social, educational, religious, or other charitable purposes in a specific community or region. Because they are better able to respond to local needs, family or independent foundations and community foundations are more accessible than the corporate foundations.

Of the 2.3 million U.S. corporations, only 35 percent make any philanthropic contributions. In a year, only six percent contribute over $500. Because of their vested interests in their geographic area, they are usually motivated to provide funds for community-based projects (Bauer, 1988).

Several professional associations are actively involved in supporting research grants. Delta Pi Epsilon (DPE) is one. It sponsors the DPE Research Foundation Grants Program, which funds two types of research grants in the area of business education: those that address any research needs in business education, and those that address questions related to specific job preparation in secondary and postsecondary programs.

Local communities offer a wide assortment of funding sources that usually have few restrictions on the use of the funds and can be combined with other funding sources. Professional groups such as those in medicine and law often provide small grants in the $100 to $3,000 range through wills or trust funds. Community service organizations, such as the Lions, Kiwanis, and Rotary Clubs, provide grants in the $1,000 range to help the disadvantaged or support school improvements. Local businesses, banks, and industries also offer assistance. Franchise businesses, such as Pizza Hut or McDonald's, donate cash or products. Other sources of mini-grants available to teachers are parent-teacher associations, school clubs, teacher training and resource centers, and local colleges or junior colleges. State legislators may have special constituent grants or special program funding. Since these groups do not advertise, networking becomes a necessary tool for locating them. Therefore, contact alumni, advisory committee members, and local lawyers about available moneys (Miller, 1989; Plesich, 1989).

The grant writer must bear in mind that most government agencies, especially the federal agencies, require an extensive application process that involves specific forms or guidelines to be carefully followed. Less paper work is required by most private foundations, business firms, and professional associations.

Type of project will determine funding source. Grants vary not only in source of funding but also in size and type. Small grants usually range from $100 to $2,000; whereas for more extensive projects, grants are available in the five- and six-digit range.

If a small amount of money is needed, the grant seeker may want to turn to local sources. Equipment vendors or manufacturers may be appropriate sources for obtaining funds for initiating a new process, or direct donation of a piece of equipment. If several pieces of equipment, an expensive item, or a complete laboratory is sought, then a larger funding agency might be more appropriate—a federal agency or a large foundation. For long-term grants for such projects as curriculum development efforts, experimental programs, and pure/applied research projects, large foundations or federal/state funding agencies may be appropriate.

In the area of professional development, for example, educators facing rapidly changing technology may wish to upgrade their technical skills. Although there are several options available to them, the most suitable may be a close collaboration between business/industry and education. Support from the private sector, in this case, can come in the form of a paid sabbatical for the teacher to work at a firm that is employing the latest innovations in office procedures and equipment. Such a program would require leaders within the educational establishment to actively seek out and cultivate appropriate contacts within the business base of their community. This process may involve using established ties with business, or it may mean developing new contacts. The relationship must be a reciprocal one: the school gains an educator with enhanced skills, and the corporate partner would, in time, gain employees—graduates of the program—who are more prepared to enter the work force. Many professional organizations have already established these ties and can therefore serve as a conduit.

Another example, also in the area of professional development, would be a program for the upgrading of pedagogical skills. Consider a school district that may have identified a need for business educators to receive training to work with disadvantaged/handicapped students. In this case, the grant writer may turn to a foundation that has a history of funding for social and educational needs. Matching the proposal with the mission and the interests of the granting agency is essential.

Determine what funding agencies like. Once a proposal topic has been formulated and a list of possible funding agencies has been narrowed down, the next step in obtaining grants is to identify what the granting agencies are willing to fund. Obtaining application kits or funding guidelines, writing letters of inquiry, making telephone calls, and/or making personal visits can help to determine whether the proposal idea has merit and has a chance of being selected for funding. The advantages of personal contacts *should not be overlooked* because the one-on-one interaction provides the vehicle for each party to become better acquainted with the other's needs. Alternate approaches include obtaining a listing and description of previously funded projects and contacting prior grant winners. Whether public or private, most funding agencies will provide proposal evaluation criteria, which will give

additional insight into their likes. These initial contacts and strategies will help the proposal writer to select the optimal grantor and to tailor the application to the specific goals of the funding institution. This increases the likelihood of funding and will minimize lost time and effort on the part of both parties.

WRITING THE GRANT PROPOSAL

General considerations. Material that will be used to write the proposal should be organized. Preparing an outline of the material to be written will provide continuity and clarity. The material in the proposal needs to be organized with the important items placed first. Finally, the writer should be prepared to rewrite as the focus and emphasis of the project evolves.

Straightforward language. According to Robert D. Sparks, president emeritus and senior consultant of the Kellogg Foundation, "Clarity, organization, and creativity in the proposal definitely influence whether your proposal will be favorably considered and funds awarded" (Sparks, 1989). The most important consideration when writing the proposal is to use clear and concise writing that consists of straightforward language. Grant writing is not the place to impress the reader with an extensive vocabulary and wordiness. Avoid jargon, especially educational jargon, when dealing with corporative foundations and business grants. Also avoid the use of superlatives, multiple columns, multiple typefaces, boxes, and other graphic aids unless they make the proposal read easier (Braukmann, 1989; Catlett, 1989). The writing should be direct and tight using short sentences and paragraphs that contain only one main idea. It should go without saying that grammar and spelling should be correct. Emphasis should be placed on the content, organization, and readability of the document.

When writing, think of the reader, or—better yet—think like a reviewer. Get the reader's attention early in the proposal and sustain it throughout. The writing style should be positive. To determine whether the idea is being expressed, use proofreaders. Colleagues, whether they are familiar with the proposal or not, can provide invaluable service in this regard.

Follow guidelines. A golden rule in grant writing is to follow the guidelines in the application kit and complete every part. Carefully follow all directions and answer the question that is being asked even if it may seem repetitious. If any item is not completed, the proposal will be rejected. Reread the directions and the small print for key words that will clarify the funding institution's purpose, thus providing additional information to enhance the proposal.

After checking the application kit or guidelines for the specifics on format and organization, determine a way to present up front the information that is most central to your proposal. The goal is to capture the reviewer's attention and hold it throughout the proposal.

Meet deadlines. Time management is crucial when applying for funding. If the proposal is not submitted by the closing date stated in the guidelines, it will be disqualified automatically. Many who are new at grantsmanship underestimate the amount of the time it takes to prepare a quality proposal.

Proposal writing is extremely time consuming. For the average proposal, three months is usually the minimum amount of time required; six months would be better. Applying for funding involves more than actually writing the proposal; time is needed for formulating ideas and strategies, reviewing the guidelines, getting permission and letters of support from grant seeker's administration, gathering information, developing a budget, identifying project staff, having draft and final copies reviewed, and printing, packaging, and delivering the final draft in duplicate form.

As mentioned earlier, being organized is a key to success. Dividing up the work into components and setting short-term deadlines for each task will facilitate management. Allow extra time as a buffer for those unexpected events that will certainly interfere with the proposal process. Murphy's Laws are in effect at all times! Finally, be realistic about the length of time it takes to prepare a quality proposal.

Professional presentation. An attractive, professional-looking proposal will impress the reviewers. Business educators have an advantage over other educational disciplines in that they have the expertise and access to technology—word processors, laser printers, and desktop publishing software—that will produce a quality document. It should go without saying how important it is to proofread. The proofreading must also include the cross referencing of objectives, procedures, and evaluation.

Letters of support. To demonstrate commitment for the proposed project, the grant seekers should obtain letters of support from their organization/administration (colleagues, principal, department head/supervisor, college dean), advisory committee, and/or community leaders. Even if granting institutions do not require letters of endorsement, it is wise to include them. These letters of support add credibility to the proposed project.

Number of writers. There are several views on how many writers should be involved in preparing a grant proposal. Generally, smaller, simpler grants do better with fewer writers (one to two); whereas larger, more complex grants may have a team of writers, with one person in charge to ensure continuity.

Major parts of a grant proposal. Proposal requirements will vary among funding institutions. The following are the typical sections required in most funding applications.

Title page. The title page should be brief and descriptive. If guidelines are not provided by the funding institution for the title page, it should typically contain the following: title of proposed project; name, address, and telephone numbers (work and home) of the applicant; name of the funding agency to which the proposal is being submitted; level of funding requested; starting and finishing dates for the project; signature lines for the grant seeker and legal representative of the institution applying for the grant (such as principal, superintendent, school board president, college deans or presidents).

Abstract/summary. Even though written last, the summary of the proposal comes first and presents the nature, scope, and aims of the project. Since it serves as an abstract for the overall document, it should be written clearly and concisely. The information should be presented in the same order as it appears in the proposal. It should address the overall purpose and need for

the proposed project, objectives, procedures, and expected outcomes. Unless specified otherwise, the summary/abstract should not be longer than one page. Since the summary/abstract is the first part read by the reviewers and in some cases may be the only page read thoroughly, its importance cannot be overemphasized.

Introduction. A well-written proposal starts with a convincing and enthusiastic introduction, followed by a strong needs statement. The introduction should provide the background and support documentation for the proposed project. It should: clearly state who is applying and their credentials as an applicant; describe the purpose, goals, program, anticipated results, and benefits; provide evidence of accomplishments; and have a logical statement of the problem. The writing style should be brief and interesting.

Needs statement. A needs statement (also referred to as needs assessment, statement of needs, or problem statement) describes why the proposed project is needed and provides evidence that the problem stems from unmet needs. The need should be built on statistical findings, expert opinions, literature review, and/or original research. This section should clearly be related to the objectives and methodology (plan of action) sections of the proposal.

The grant writer should create a sense of urgency. For example, new technological advancements are rapidly changing the job skills needed by office workers. A study to identify the current and projected computer/software skills needed by entry-level office workers could be an example of a critical need. Finally, the need should be in line with the funding institution's priorities.

Objectives. In this section, the specific goals/objectives of the project are presented. The objectives, stated clearly and briefly in observable and measurable terms, indicate exactly what is to be accomplished by the project. They should be logically matched with the procedures described in the methodology and evaluation sections, so that they can be evaluated in quantifiable terms. For the sake of clarify, enumerate the objectives. This also helps to present them in a logical order of approach. To indicate when each objective is to be met, provide a time frame.

Methodology. The methodology should flow from the needs statement and objectives. It should clearly describe the activities and the sequence of the activities that will be carried out in the project. A list should be provided enumerating those who will be responsible for ensuring that the activity is completed.

If the project is a research study that would involve human subjects, the proposal writer may be required to address issues pertaining to the selection, evaluation, and protection of the subjects. The methodology section would be the appropriate place to do so (Catlett, 1989).

Time line. Many funding guidelines require a timetable of the major activities to be accomplished. A realistic timetable should be developed and organized in a logical sequence with dates for when each task will be initiated and completed. It should be brief with no unnecessary detail. Most application kits provide a form for the timetable.

Literature cited. The literature used to justify the grant must be complete

but should include only what is necessary and current. It can be incorporated into the introduction and/or needs statement sections. Avoid stating "research suggests" without giving the documentation. Use complete citation with title and all authors' names spelled out.

Facilities and equipment. A list of the type of facilities and equipment that the project requires must be provided. It should be realistic and the grant writer should exercise caution that some project needs are not overlooked or underestimated. Facilities and equipment that are available for the project at no cost by the grant seeker's institution should also be listed.

Budget. Since the basic purpose of a grant proposal is to request funds to meet an identified need, the budget is one of the most important components of the proposal. Often placed at the end of the proposal, the budget should be carefully prepared because it translates the project's goals into fiscal terms. The budget should be realistic and should correlate with the objectives and methodology.

Preparing a budget requires time-consuming research on the price of each item. The budget should be as exact or tight as possible, yet adequate enough to meet the objectives of the project. It should be free of padding, but it should provide cost adjustments for inflation and other factors that may increase the cost during the life of the project. The budget should list any in-kind matches—services or items that can be used for the project that will not cost the project, e.g. overhead cost, part of teacher's salary.

A well-constructed budget section usually consists of two parts: an itemized form, and a narrative justifying each item. Use the budget forms provided in the application kit and present all sections of the budget in the sequence requested. Provide footnote entries where needed, but save explanations, justifications, and cost computations for the budget explanation section. In the budget narrative or explanation section, the rationale or descriptions of the following should be provided: items requested, salary and fringe benefit costs, overhead (indirect) cost, examples of supplies, trips and/or local travel expenses, computer time, projected cost for publishing the results, cost sharing, and any special or unusual cost. In the narrative, indicate the individuals responsible for ordering and paying for goods and services, for example, the school bookkeeper. A word of caution with respect to in-kind matches and indirect cost is appropriate at this point. In-kind matches may or may not be a requirement. Some granting agencies, e.g. foundations, will not pay for indirect cost if those costs are simply aggregated into other cost figures; but will allow indirect cost if separated as a line item. Not adhering exactly to the funding agency's guidelines can disqualify the proposal.

Typically the personnel cost is separate from the nonpersonnel cost. Personnel costs include salaries and fringe benefits for the project director and staff, stipends/honoraria for any participants, fees for consultants and contractual services. Examples of nonpersonnel costs are equipment, materials and supplies, rent, travel, telephone, postage and shipping cost, printing, fees, dues, and other costs that are unique to the project.

Personnel. This section provides a description of the project staff's capacity to carry out the activities of the proposed project. It specifies the job descriptions,

responsibilities, and qualifications for each job position. Each job responsibility should be linked to the objectives, methodology, and budget. For each staff person, list only the relevant experience and education needed for the given position. Time commitments per task for each person should be clearly described.

Any in-kind matches of personnel by the grant seeker's institution should be described. Use of advisory groups, whether paid or unpaid, should also be detailed. For key personnel, a resume is usually attached at the end of the proposal.

Evaluation plan. The evaluation section describes those measures that will be undertaken to determine to what degree the objectives of the project have been met. This accountability plan should describe (a) what instruments, measurements, or indicators will be used, (b) what will be evaluated and why, (c) when the evaluation will be conducted, and (d) who will conduct the evaluation. For most large grants, project evaluation is required by the funding guidelines and may be part of the budget. For smaller grants, the evaluation method may be left to the discretion of the grantee.

Dissemination. Most granting institutions require that a dissemination plan be incorporated into the proposal. The purpose of a dissemination plan is to distribute or publicize the results of the project or research. The proposal narrative should specify those project results that will be disseminated, what steps will be taken to promote the products or results, and what audiences will be targeted. The nature of the project will dictate what method of dissemination is most appropriate. The most common means of dissemination are presentations at professional conferences and publication of scholarly articles, news releases, final reports, brochures, videotapes, curriculum guides, and manuals. Other dissemination techniques include seminars, training sessions, demonstration sites, teleconferencing, 800-numbers, and professional networking (Catlett, 1989; Liedtke, 1988).

Follow-up. Should the grant be awarded, there may be additional forms to be completed by the grant writer. For example, if the amount awarded is either greater than or less than the requested amount, then budget amendment forms will have to be completed. Upon notification of the award, thank-you letters are most appropriate. If, on the other hand, the funding agency should reject the proposal, it is often wise to send a letter to the agency offering thanks for the consideration given and requesting comments about why the proposal was rejected. For future reference, it is also advisable to obtain copies of successful proposals, so as to learn from the process.

CONCLUSION

Today's educational leaders are faced with an increasing list of responsibilities and a steadily diminishing financial base. Those who are charged with making a difference for their institutions and their students should be ready, willing, and able to meet the challenge of creative grantsmanship. Grant writing is a time-consuming process, but the good news is that the skills required are ones that improve with practice and determination. Persistence

is perhaps the single most important characteristic of the successful grant writer; those who are able to incorporate grant writing into their professional routine are, in the long run, the most consistently successful. Finally, grantsmanship is a skill that is never completed; one may continue to learn and to adapt with changing times. For this reason, it is important to attend conferences, workshops, and other activities where one is exposed to new people and ideas that are germane to our profession.

RESOURCES ON GRANT FUNDING

Books.

Bauer, David. G. *The "HOW TO" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants*. Second Edition. New York: Collier Macmillan Publishers, 1988.

Herring, Kenneth L. (Editor). *Guide to Research Support*. Third Edition. Washington, D.C.: American Psychological Association, 1987.

Lauffer, Armand. *Grantmanship*. Second Edition. Newbury Park, CA: Sage Publication, Inc., 1983.

Reference Materials.

Annual Register of Grant Support: Directory of Funding Sources

The Catalog of Federal Domestic Assistance

Chronicle of Higher Education

Commerce Business Daily

Corporative Foundation Profiles

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CHAPTER 11

Making Visions for Leadership a Reality

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Ideally, business education should be a mirror-image of business. Only the creative, innovative companies willing to change are surviving in these competitive times. Successful businesses adapt technology to their own needs and restructure in order to become more responsive to consumer needs. These companies are also successful because they have dynamic leadership.

What is happening in business must be reflected in classrooms if our discipline is to remain up to date. Students come to our programs because they perceive that we are offering what they need. They stay in business education programs because they view the offerings as up-to-date reflections of business. They also view teachers as role models and leaders within the school and community.

From the state level to the classroom level, business educators must be proactive in their efforts to cause meaningful change. Intellectually, we know the importance of leadership and its correlation to successful programs. In reality, little has been done formally to prepare business educators to be proactive, to successfully revise and implement new curricula, and to meet the constant demands of changing technology.

The Business Education Unit of the California Department of Education decided to provide leadership training to help business educators meet the increasing challenges of today's classroom. This chapter describes an effective leadership training program introduced in 1986. Preparing business educators to be leaders is the key to its success.

CAN ANYONE BE A LEADER?

Research on leadership proves the saying, "leaders are born, not made," is false. Leaders cannot be grouped together and labeled with the same characteristics of outgoing, extroverted personalities or assertiveness because many leaders do not have those characteristics.

There is no clear understanding as to what distinguishes leaders from nonleaders. Effective educational institutions have strong leaders, but research indicates the qualities and characteristics identifying a strong leader are not

clear. Study after study fails to support the assumption that a person must possess certain traits in order to be a successful leader.

Does this mean anyone can be a leader who wants to be? The answer is "yes" and "no." Some researchers believe a person can learn how to recognize, learn, practice, and improve behaviors that generate followers. Others believe that leadership is tied more deeply to character traits, which in turn bring out the best in others. Nevertheless, the majority of researchers feel potential leaders can benefit from leadership training.

WHY WE NEED BUSINESS EDUCATION LEADERS

The leadership base in business education has been severely eroded for the following reasons:

1. Nationally, we no longer have the strong teacher education programs that once provided a great source of leadership in our discipline.
2. Reduced federal funding has caused the reduction of business education personnel in state departments of education. In many cases, where they still remain, state business education staff have limited fiscal resources to utilize in leadership development programs.
3. While we look to our professional organizations to nurture a leadership base, they (as evidenced by membership reports) directly impact only a minority of this country's business educators.

Time and time again we observe situations where outstanding programs are closed down or decimated when a key person leaves and no one is willing or able to continue to lead the way. While this has always been the case, the need is magnified because of the simultaneous occurrence of the reform effort and the erosion of our leadership base.

If business education leadership is not coming from the traditional sources of business teacher education or state business education staff, it must now come from the classroom teacher. The classroom teacher is an important ingredient in effecting program improvement and providing leadership to others.

DEVELOPMENT OF A LEADERSHIP PROGRAM

In 1985, the California Department of Education recognized the need to initiate a leadership program for California secondary business teachers. Two basic beliefs served as the basis for its inception:

1. Anyone can be a leader who has the desire to be.
2. Leadership can be at any level—classroom, school, district, state, or national.

Research by James Kouzes and Barry Posner, who asked 500 managers to describe what they did when they set their own individual leadership standard of excellence, determined that a simple one-word test detected whether someone is on the road to becoming a leader. That word is "WE."

The word "WE" shaped the basic philosophy for preparing business educators to be leaders. Teamwork and collaboration, therefore, served as essential components of the leadership program.

Tom Peters' definition of leadership was also embraced. He feels leadership means cheerleading, enthusiasm, love, trust, passion, consistency, use of symbols, paying attention, and coaching. He emphasizes trust, vision, and basic belief.

Starting with these premises, the California Department of Education initiated the development of the leadership program in 1986. A special team made up of current business education leaders and former business educators who had moved into administrative positions was assembled to help identify the type of leadership program that would be most helpful for California's secondary teachers. This dynamic group, which became known as the Leadership Task Force, identified what assistance they would have found helpful in moving them forward in their careers.

THE LEADERSHIP PLAN

The recommendations of the Leadership Task Force focused on four major areas:

1. Professional development
2. Leadership opportunities
3. Recognition
4. Communication.

These areas became the components of the leadership plan. Professional development, for example, would not be effective without the opportunity to practice and apply leadership skills. Nor would leaders continue to lead without appropriate recognition of their efforts.

The recommendations and philosophy of the Leadership Task Force were incorporated into a long-range plan for leadership development. The plan included the following key strategies:

1. Develop intense, specialized training and development programs for selected business educators. Focus on establishing follow-up activities and providing leadership opportunities.
2. Offer leadership development for department chairs and lead teachers at yearly conferences.
3. Create a recognition program for outstanding teachers and programs.
4. Develop a doctoral program in business education.

PROFESSIONAL DEVELOPMENT

Professional development in the form of in-service is one vehicle for empowering teachers. Generally, in-service programs are largely market driven—a lengthy menu of offerings available on a sign-up basis to individual teachers who receive information or materials from presenters.

Most in-service programs are not linked to any support system, and few teachers are held accountable for what they learn. When planning the professional development activities for the leadership program, it was decided that the "hit and miss" in-service offered for years was inappropriate. The

leadership training must have continuity and accountability, With this in mind, the Leadership Task Force recommended the establishment of intense leadership training for selected business educators, which became known as the Business Education Leadership Institute.

The Leadership Institute, which is now in its seventh year, offers sessions and training usually reserved for administrators. The content is challenging, including the following topics:

- Visionary leadership
- Assessing personal leadership style
- Managing stress
- Understanding change
- Team problem solving
- Decision making
- Goal setting
- Meetings management
- Conflict resolution
- Effective communication
- Identification of issues, trends, and directions
- Mentoring.

The process for delivering the content needed to be as important as the content itself. The Rockefeller Foundation for teachers of the humanities and the Ford Foundation for teachers of mathematics have developed model in-service programs. These model programs have all included the following essential elements:

1. Stipends
2. Resort setting
3. One-week session
4. Challenging curriculum
5. Good food.

The Leadership Task Force recommended that these elements be adopted for California's leadership program. The training takes place in a one-week session at Lake Tahoe. Perkin's VEA funds provided money for scholarships to be applied to registration fees, lodging, meals, and travel. The teachers or their districts were given the option of paying transportation costs to and from Lake Tahoe.

Several different methods of selecting participants were tested. In some instances, teachers were selected using a written application. In other instances, state department staff selected participants based on their commitment to program improvements. In all instances, however, teachers were asked to provide a written description of how they would use the leadership training to bring about change at their school site.

The selection process that worked the best was one in which participants were asked to make a very specific commitment after they left their

leadership training. This commitment is to guide their local programs through a process for certifying "Programs of Excellence" developed by the Business Education Unit. The participants are also asked to work with their business education regional supervisors during the certification process.

At the Leadership Institute, close attention is given to details. The entire program is a first-class event with special touches. For example, each participant receives a personalized welcome bag with snacks and juice. Polaroid pictures are taken of each participant and then mounted outside the meeting room with his or her name and school. A map of California is posted, with a pin placed in each participant's home town. Handsome name tags are used, with the first name significantly larger than other information, for easy recognition.

Each participant is provided a special three-ring binder and tote bag for supplies. Activities include a fun-filled team project where T-shirts are awarded. A graduation ceremony is conducted, complete with dancing, beautiful plaques, and a special leadership pin.

The benefits of the leadership training have been tremendous. Most participants agree that their participation in the Leadership Institute is the finest professional development activity they have ever experienced. Approximately 20 percent of the graduates have received promotions since they graduated from the Leadership Institute. This has proved to be a definite byproduct of leadership training.

The state now has in place a cadre of business educators who understand and support the California Department of Education's vision for business education. They work closely with state staff in helping to reach the goals expressed in the vision. When speakers are needed for conferences, these are the people who are called on. When individuals are needed to serve on task forces, these are the people who are selected to help. The Business Education Leadership Institute is the cornerstone of the leadership program. With well over 200 graduates, there is a strong cadre that can be counted on to provide leadership to other teachers.

The Leadership Institute is designed to accommodate a limited number of selected teachers. However, other professional development activities on leadership are available for all teachers who wish to attend. One of these is a two-day Business Education Management/Marketing Conference offered in two different locations each year. These conferences are designed for department chairs and lead teachers. Approximately 800 teachers attend this annual event.

The Management/Marketing Conference has two focuses—one on leadership and the other on the improvement of programs consistent with statewide objectives. Leadership Institute graduates often serve as presenters and help to organize these conferences.

LEADERSHIP OPPORTUNITIES

Professional development is of minimal value unless teachers have an opportunity to practice leadership skills. The Business Education Unit trained

hundreds of leaders and at the same time created numerous opportunities for business educators to use their leadership skills. Listed below are leadership opportunities established purposely to provide leadership opportunities for business educators:

1. **Task force participation.** A number of active task forces are used to help with planning teacher activities. Some of these task forces help plan the Leadership Institute and Marketing/Management conferences. Other Leadership Institute graduates serve on curriculum development and assessment committees. All professional development activities sponsored by the California Department of Education are planned jointly by teachers and state staff.

2. **State staff internship.** The California Department of Education hired two interns to work with state staff on developing curriculum, evaluating programs, and making policy recommendations. One of the former interns is now a business education regional supervisor. Another is the vocational coordinator for a demonstration high school.

3. **Workshop presenters.** Leadership Institute graduates have served as presenters at regional, state, and national professional conferences.

4. **Effective teaching peer training.** Several Leadership Institute graduates participated in an Effective Teaching Peer Training Workshop. These teachers then presented this information to other teachers at the marketing/management conferences and a series of summer methods conferences. The goal was to help other teachers implement innovative instructional strategies in the classroom.

5. **Professional association.** Leadership Institute graduates are encouraged to use their leadership skills in working with professional organizations. A number of the Leadership Institute graduates have gone on to be regional and state officers, in addition to serving on a variety of professional association committees.

6. **Student organizations.** Leadership Institute graduates can also be found as advisers or serving on state and national boards for future business leaders. These teachers are providing leadership training to our students.

7. **Doctoral work.** No university in California currently offers a doctorate in business education. The California Business Education Association has been working with Utah State University to provide opportunities for California business educators to obtain doctorate degrees. This is an important option for California business educators. Leadership Institute graduates are looking forward to this opportunity to further their education.

RECOGNITION PROGRAM

The Leadership Task Force felt classroom teachers are not rewarded enough for all their efforts in revising curriculum, incorporating technology into the classroom, and providing leadership to other teachers. For those reasons, two special recognition programs were developed to recognize business education leaders.

Leadership certificate. A special certificate is awarded to business educators

who complete designated activities. This leadership certificate has a place for 16 leadership seals. At leadership activities, special gold seals are awarded for placement on the certificate. The California Department of Education now has a database of over 1,000 teachers who have received leadership certificates. These certificates may be observed hanging on schools walls throughout the state.

Who's Who Award for Excellence in Business Education. The most meaningful awards are those designed by teachers for teachers. Experience tells us that teachers will be tougher on themselves than others might be. Therefore, a task force of teachers was convened to develop the standards for a Who's Who Award for Excellence in Business Education.

The following people were eligible to apply for the award: any high school, ROC/P (Regional Occupational Center/Program), and adult education business teachers and administrators; business education supervisors and coordinators; university teacher educators; and business representatives.

The process is a self-nomination form indicating significant contributions in four out of six major categories. The categories are professional associations, community involvement, service to the business education profession, local education involvement, program development, and professional/leadership development.

Awards are given for a three-year period of time. So far the Who's Who Awards have been given in 1988 and 1991. A leadership seal and Who's Who pin are awarded at the management/marketing conferences.

COMMUNICATION

It makes no sense to have a dynamic, successful program and not let others know about it. That is one purpose for writing this chapter. That is why leadership sessions are offered at state and national conferences—to communicate the success of this program!

Administrators are told about the accomplishments of their staff who have received leadership preparation and recognition. News releases for Leadership Institute graduates are sent to their local papers.

A database is maintained of everyone in the state who has participated in leadership activities. A leadership newsletter has been used to keep Leadership Institute graduates informed of California Department of Education activities as well as to serve as a forum for sharing individual successes.

Informal opportunities are provided at professional association conferences and at conferences sponsored by the California Department of Education for networking and sharing. Two or three reunions of Leadership Institute graduates are held during various statewide and regional meetings throughout the year.

SUMMARY

Strong leadership is an essential ingredient for the continuation of business education programs. Leadership must come from every level, ranging

from the classroom to the state departments of education. Leadership might "just happen" with some people, but most often it is up to those who are already leaders to make it happen for others.

Leadership activities must be planned around successful models, whether it be in education or industry. Business educators must look at programs that work, such as this one in California, and try to make them better. Through experience, business educators in California have proved that leadership training is a key to improving programs and causing change to happen. After experimenting with different formats, California also knows that any leadership program needs to be a continuous process with definite outcomes in order to be meaningful.

Leadership opportunities must be available and plentiful for those who want and need the experience, and those opportunities need to be carefully created. The goal of business education leadership should be to seek out new potential leaders and involve them in helping achieve state and/or national goals. That goal can be accomplished with long-range planning and a commitment to developing business education leaders.

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Part III

LEADERSHIP MUST BE PURPOSEFUL

CHAPTER 12

Behind the Scenes Leadership

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In every organization there is a hierarchy of leadership. Those individuals who are at the top of that hierarchy are well known to the membership. If the goals and objectives of the organization are being successfully accomplished, the officers will receive the accolades. It may be a difficult challenge to get people to work together since differences can be a source of problems and conflicts. However, the effective leader understands that differences are great resources if they are used effectively.

Much of the planning and labor involved in successful organizations is done by individuals who are not in the limelight. What does "behind the scenes leadership" mean to those who find themselves doing some of the mundane tasks that are necessary for an organization to flourish and grow? What do dedicated business educators who have recently been involved at the grassroots level and are familiar with behind-the-scenes leadership at the local or state level have to say about their professional involvement?

What do some outstanding business education leaders who started at the grassroots level and have progressed to the national level have to say about behind-the-scenes leadership? What does the literature say about behind-the-scenes leadership? This chapter will explore each of these areas.

THE DUAL ROLE OF ORGANIZATIONAL MEMBERSHIP

What would an organization be without leaders? More importantly, what would an organization be without any followers? Followership is the process of attaining one's individual goals by being influenced by a leader into participating in individual or group efforts toward organizational goals in a given situation. Followers are rewarded by opportunities for self-fulfillment, among other things.

Leadership vs. followership. Without the aid of their helpers or followers, all leaders know that they would not be able to maintain a leadership position. Good leadership enhances followers, just as good followership enhances leaders. The genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations. In many cases, the follower is a potential leader who chooses not to become active in a given situation.

Leadership is actually everyone's responsibility. The sense of shared responsibility creates more power and more leadership potential in a larger

number of people. To share power in exchange for a total increase in the effectiveness of the organization is to move to a higher level of understanding about power.

Traditional studies of leaders focus on how things get done. The emphasis is on the leaders, not the followers. It is just as important to look at how followers follow as it is to look at how leaders lead.

Responsibility of membership. Becoming positively active and collaborative is one of the key responsibilities of membership. Members have the power to shape the leadership, to support the initiatives of the leadership, and to make the situation better both for themselves and for the organization.

Members should feel a sense of ownership in the organization and become involved in the maintenance, growth, and learning of its members. They need to be sensitive to the reactions of other members. There should be a sharing of trust and caring among members that allows them the freedom to express concerns, feelings, fears, and ideas. Members should be willing to accept suggestions that may be different from theirs. In this way a contribution can be examined, evaluated, and used without judgment.

Clear communication among members is an important responsibility of the membership. There should be an active amount of listening to the feelings and desires of other members, as well as to their ideas. It should be possible to express emotions and differences, which should then be dealt with by the membership.

Another important aspect of membership involves exploring differences in perceptions, needs, purposes, and contributions of all members so that the group goal can include legitimate individual needs and utilize all possible resources. Members must also recognize that the organization will always be in a process of change, and new members should be welcomed and looked upon as potential resources.

Dual roles. Organizational members may be leaders in one group and followers in another group; the officers in one organization may be the committee members in numerous other groups. This phenomenon can be an advantage to all organizations involved since it causes the members to be aware of the problems that the leaders may have, and it also causes the leaders to be aware of problems that the followers may encounter.

An effective work team is, by definition, one in which the differentiation of members' talents and skills provides the most capable and appropriate leadership for each part of the task at hand. Leadership thus moves from person to person as people's talents and the demands of the situation dictate.[1]

Involvement of many. In traditional hierarchical organizations, the majority of decisions are made by a few people at or near the top of the organization. A better way might be to use the Japanese Ringshi Method, where proposed decisions are reviewed at all levels of the organization. Workers suggest changes in the proposal based on their particular areas of expertise

[1]Murrell, Kenneth L. and Vogt, Judith F. "The Manager as Leader in an Empowering Organization: Opportunities and Challenges." Twentieth Annual. *Developing Human Resources*. San Diego, California: University Associates, Inc., 1991. p. 297.

and experience. People who actively participate in making a decision feel a heightened responsibility for ensuring the most appropriate outcome.[2]

In successful organizations, planning involves as many as possible of the people impacted by the planning process. If dedication and commitment to the plans are expected, participation of the members is necessary. People need opportunities to influence the system so that they realize that they can actually do so. The vision created by planning can inspire and empower members, creating a shared commitment to accomplish the organization's goals.

PARTICIPATION

It is important to get the right leadership talents to the right place and then to allow, encourage, and assist others to get the job done. Committee members should be encouraged to expand their responsibilities in the area of decision making, planning, evaluating, motivating, and developing.

The act of participation in committee activities can be dynamic and challenging. Once people have participated, they tend to value participation. Most followers are eager and aggressive about sharing their ideas, and they affiliate themselves strongly with implementation of the group goals. There is a certain amount of conformity of members to group norms, which provides a cohesiveness and permits a committee to remain active and productive until their goals have been attained.

Committee structure. Practically every committee, regardless of size, develops a ranking of members. A person who has a special interest or background in the topic being covered may automatically be considered to be the committee leader. There may be no clearly stated set of rules, yet virtually every member has some inclination toward the accepted methods that should be followed and the importance of developing correct techniques of problem solving.

Committee members have a responsibility to share ideas with their group even though the ideas may not be ones that are eventually accepted and used. Most committees have unbalanced participation with a few people who are skillful as speakers and others who, due to lack of experience, avoid speaking out. Their ideas may be very worthy, and every effort should be made to get all members to share their thoughts.

Status is usually conferred on the person who tries sincerely to persuade others that his/her information is at least worth listening to and, if possible, that it should be believed and incorporated into the committee's decision.

Member roles. Since most committees do not have rigidly developed norms, there is considerable opportunity for members to adopt a variety of roles within the group. Norms soon crystallize, and it is clearly understood who will take notes, who will state facts, who will question the facts, who will prod the group ahead, who will attempt to amuse the group and dispel boredom, etc. Hierarchies will emerge without formal agreement. Once a

[2]Ibid. p. 299.

role has been adopted, the other committee members will continue to perceive the individual as playing that role.

COMMITMENT

The intensity of a person's commitment to an organization will tend to determine the degree to which that person conforms with the standards of behavior of that organization. If an organization satisfies a number of personal needs for an individual, it will very likely influence many of that person's personal behaviors.

Individual contributions. The stronger a person feels about the importance of an organization, the more likely that person is to conform to that organization's demands. People usually elect membership in an organization that reflects their basic values.

Use of individual's talents. Members need to be involved with conceiving and achieving the vision. All members need to know that they are part of an overall plan and need to be able to identify their own unique contributions to its accomplishment. It is necessary to focus on individuals' particular talents to help identify opportunities for using them more effectively.

MOTIVATION

The work of the organization is usually divided among numerous committees that are formed from the membership. Since there is no monetary reward for the time and effort involved, what is the underlying force that causes individuals to devote time, talent, and energy toward goals that have been laid out by leaders of an organization?

People are intrinsically motivated. Motivation in accomplishments achieved is an intrinsic factor. Pride in accomplishment is a powerful motivator. Leaders should be available to coach, to counsel, and to direct. If the organization recognizes and appreciates individuality and special talents, people perform their assignments with confidence. Notation of special contributions can be printed in the organization's newsletter, and special certificates and awards for outstanding service can be presented at programs and conferences.

HUMOR

Humor has been described as a "social lubricant." People tend to be attracted to and to like those who make them laugh. Humor plays a valuable role in the support of group harmony and in the communication of information.[3]

Humor can make a significant contribution to the effectiveness of a committee. Among the many potential benefits of humor in group situations are more open and less defensive communication, greater group cohesiveness, and feelings of belonging.[4]

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[3]Westcott, Jean M. "Humor and the Effective Work Group." Seventeenth Annual. *Developing Human Resources*. San Diego, CA: University Associates, Inc., 1988. p. 139.

[4]Ibid. p. 299.

SUGGESTIONS FROM "BEHIND THE SCENES" WORKERS

Survey No. 1. A survey was sent to a number of active behind-the-scenes business education state and local workers in an effort to identify some of the reasons for their dedication and participation in organizational activities. Following are some of the questions and representative responses.[5]

QUESTION: *Will you continue to consider additional professional responsibilities in the future?*

ANSWERS:

"It is vital to keep up to date."

"Teachers who keep professionally involved are assets to their students and to their schools."

"I enjoy being 'in the know' as decisions are made."

"I enjoy the social atmosphere and friendships."

"I gain knowledge as well as growth."

"I believe professional development to be a priority, and professional organizations provide professional development."

"Everyone needs to accept the responsibility to keep the organization functioning."

"I have received as much as I have given in both time and in energy."

"The benefits outweigh the large time commitment."

"I feel that I owe it to the profession and to my students."

QUESTION: *What specific things have you gained from being professionally involved (as a committee member or as an officer)?*

ANSWERS:

"I learned about progressive ideas, made more acquaintances and new friends, feel that I am contributing to my profession, am keeping abreast of trends and what others do in the profession, have gained improved organizational and planning skills, and have become more knowledgeable about my profession and the organization."

"I gained information to take into the classroom, improved my self-confidence, developed a professional support system, and became updated on business education topics."

"It has helped me to keep technologically up to date."

"I have an appreciation for newsletters and other efforts made by any professional organizations to communicate with members."

"I have gained more creative ideas for teaching and more opportunities for speaking."

[5]Survey No. 1. Survey of miscellaneous state and local business education "behind the scenes" workers. 1992.

"It helps me attain satisfaction in accomplishing things for the profession."

QUESTION: *List specific ways that you might have gained more from your involvement.*

ANSWERS: Many of the responses indicated that much could have been gained by attending more regional and national conferences. Several responses emphasized the importance of getting more involved in committee work, attending all state conferences, taking on more leadership responsibilities, taking more time to read professional materials more thoroughly, and becoming more involved in research.

QUESTION: *Would you recommend that new teachers become professionally involved immediately? If yes, why? If no, why not?*

ANSWERS: All of those who were surveyed answered "yes" to this question! Many of the responses stated that the networking was extremely important and helpful to all teachers, especially to new teachers. Other reasons the respondents felt that new teachers should immediately become professionally involved were the following:

"It gets you into an active learning situation and expands knowledge in the professional area."

"There is support from business education 'veterans.' "

"It helps you to learn as much as possible."

"Nothing beats having professional friends from around the state."

"It helps you learn to know educators by name and face."

"You learn what others are doing, hear new ideas, and get help."

"The early experience means earlier leadership opportunities."

"It is very satisfying."

ADDITIONAL COMMENTS: The respondents added comments that included the following:

"It is sometimes hard to budget time in a busy schedule to attend functions during the school year but every conference or meeting is informative, entertaining, and usually reassuring that you are teaching current material in your classes. It is a great time to share with others."

"Teacher education programs need to create an awareness to first-year college students about the value and benefits of becoming involved and an active member of a professional organization."

"It is a great feeling to walk into just about any meeting of any kind in the state and see people you know and who recognize you! I have felt my growth professionally and can't imagine being uninvolved—it wouldn't feel right."

"I think it is essential to belong to as many professional organizations as possible due to constantly changing technology and workplace trends, the tech prep movement, and the global economy."

"Professional organizations are excellent in providing a network of professionals in the same field who can share ideas and information about innovations in our field. These organizations are the glue that holds us together as educators. Without these organizations, our business education field would be a much weaker area of education."

"All business educators should be members of NBEA, AVA, and the state organizations. Business teacher education programs must encourage the future teachers to join when they get a teaching job. Every state organization should have sessions for its student teachers at conventions, or the officers should attend a class and present a leadership seminar to student teachers. The best plan is to have fairly new teachers come to class and talk about their experiences for the student teachers."

"I think that being involved in professional organizations is an important part of one's career."

SUGGESTIONS FROM BUSINESS EDUCATION NATIONAL LEADERS

Survey No. 2. A second survey was sent to outstanding NBEA and DPE national leaders in an effort to determine how individuals working in behind-the-scenes leadership positions could be more helpful to the front-line leaders in the organization.[6] The following are some of the questions and representative responses:

QUESTION: *List specific things that were most helpful to you in your leadership position.*

ANSWERS: The top three answers in this category in order of importance were: (1) having a good understanding of organizational objectives; (2) being an "anticipator," thinking ahead to the long view; and (3) having lots of ideas and creativity.

Other responses included the following: "flexibility in being able to adapt to new people, having regular communication via telephone is mandatory, always meeting assigned deadlines, using a teamwork approach in all meetings, having regular attendance at all work sessions, being well-organized board members, getting to all meetings on time, having dependable people who follow through, and being able to decide what is most important and doing it."

Additional comments were: "having organization and planning ability, being a good listener, possessing patience, remembering that the welfare of the organization is a higher priority than personal recognition, having energetic and enthusiastic co-workers in other officer positions, having willing and hard-working volunteers for committee work of all kinds, reading publications with policies outlined for most actions and activities to be performed, possessing high but realistic expectations for

[6]Survey N. 2. Survey of NBEA and DPE national leaders, 1992.

leader's work from co-workers, and having volunteers who will do even the 'little things' that make the organization run smoothly."

QUESTION: *List six specific things that you wished would have been done but which were often overlooked.*

ANSWERS:

"Things were not always done as they should have been and on time, having to constantly 'check up' on officers and speakers, a lack of dedication to business education and its best interest, organization and follow-through on activities, lack of ability to see the overall goals and purposes, people not getting along, and interplay of personalities in meetings. We tend to overlook how this influences our teamwork."

"More work on intra-organization communications should have been done, more contacts with business organizations, more contact with persons in 'allied' disciplines, more 'nuts and bolts' on leadership skills such as parliamentary procedures, more long-range planning by local officers, establishing mentoring system within state organization to train new leaders and identify potential leaders, and informing of all committee members by committee chairs."

"There should be creative 'follow-through' with little extras that make the individual's work most effective, provide for expenses of an officer or committee at state and local level so members do not have to absorb more of those expenses than should reasonably be expected of them, legislative network was not as active as it should have been, members did not aggressively recruit new members."

QUESTION: *List suggestions you have for individuals who are now working for business education at the grassroots level but who may someday aspire to reach higher leadership levels.*

ANSWERS: The major suggestion here was to "volunteer . . . volunteer . . . volunteer!" "Improving organizational skills, attending all meetings, and finding a mentor" were other common responses.

Other suggestions included the following: "build a good name and reputation for your program and for yourself as you go, take speaking courses such as Dale Carnegie's and Speechcraft by Toastmasters, study voice and diction, and work on a professional appearance and demeanor early in your career."

"Be an active chapter leader, run for office, find ways to work at the national level, seek assistance from networking with friends, work hard, meet deadlines, offer to help present leaders, be patient with other people, and be ready to adjust to new ways of doing things."

"Keep volunteering—all organizations need good workers. Become known as a team worker with the good of the organization at heart, and always do your assignments well. Be known as one who can be depended upon to do a good job."

"Stay informed on issues in vocational education, strengthen/expand

political activities, and make presentations at local, regional, or national conferences."

"Get involved in different organizations at different times—don't diffuse your efforts too much and don't be 'pushy' in your ambitions. Earn your way to higher levels with a reputation as a hard-working, excellent team player. Consider your work in the organization an 'investment in your future'—be willing to invest your money and time in it!"

QUESTION: *What ways can business educators gain more from behind-the-scenes leadership?*

ANSWERS:

"I truly believe that being involved in this type of leadership can make you a better person both personally and professionally. It is extremely self-satisfying to assist in the profession—it helps one to grow professionally and provides you with a lifelong network."

"Volunteer is the secret word—get involved. Leadership makes you a more interesting person to your students and to your peers. Decrease your broad-based involvement and concentrate on fewer commitments. If you are forming a committee, consider selecting people who do not agree with you in order to force a well-defined position."

"Be a willing follower or supporter. A key to successful leadership in any organization is anticipation of the organizational needs. This ability requires careful long-range planning. Learn about all the ways you can contribute. Attend meetings and learn all about the organization, get to know how the total organization works, and be enthusiastic and committed to the organization in which you are working."

"The people in leadership positions whom I respect the most are those who are known as highly competent, hard-working people, who are dependable, and who are enthusiastic and committed to the organization for which they are working. They are true ambassadors for business education."

CONCLUSION

Behind-the-scenes leadership positions include individuals at the local, state, regional, and national level. There are many individuals who hold these positions now, and many national leaders have held these positions in the past. Even though a person may be a national leader in one organization, he/she may be a behind-the-scenes leader in another organization. Behind-the-scenes leaders are the "nuts and bolts" of an organization. They are the individuals who help the organization to exist, to improve, and to grow. Business education needs many of these leaders.

Behind-the-scenes leaders are winners when they become actively involved in professional organizations. They learn from the activities provided; they gain knowledge from the interaction with other professionals; and they find ways of helping to improve their self-image via making presentations, etc.

The real winners from the behind-the-scenes leaders' involvement are the students in the schools. When teachers return to their classrooms after busily working on conference committees, making presentations about new technology, listening to national speakers, or exchanging classroom ideas over the luncheon table, the students will find those teachers instilled with new and exciting ideas that they are ready to try out in their classrooms.

The earlier teachers become involved in professional organizations, the more they will gain from their attendance. It is important for new teachers to join their professional organizations, volunteer for committees, run for offices, and become advocates for professionalism and for business education.

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CHAPTER 13

Leadership at the National Level

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Members of every professional association are a vital and, too frequently, an underutilized component. Effective association leaders harness the energy of members and inspire a commitment from them to work for the association. One measure of the effectiveness of a leader is how successfully the leader moves the members of the association in a positive direction.

Association leaders must think long term. They cannot get bogged down by reflections on the past or present but should analyze and utilize the past and present to move the association into the future. They must coach, inspire, and gain their members' commitment, support, and help.

One effective way of gaining this commitment is through setting personal examples of excellence. Effective leaders provide those incentives or models that bring out the best in other people. Effective leaders do not ask others to do what they would not do themselves. These leaders respond quickly to change, respect people, and encourage their members to get involved and aspire to leadership roles in the association.

Effective leadership requires an aggressive individual who will assume a proactive role. In general, leaders are viewed as change-oriented and self-starting individuals who set a strategic direction and initiate as well as act. They achieve results as opposed to only carrying out an activity.

Donald Phillips, in his book entitled *Lincoln on Leadership*, discussed how President Lincoln preached his vision of America to the people. Phillips ended his discussion with a powerful reminder for all of us when he wrote,

> Renewal of America's vision by Lincoln provided a kind of physical reinforcement, more powerful than sending troops to the field, or guns and supplies to the soldiers. It tended to put everyone on a dynamic and forceful upward spiral of action and commitment. It was far more powerful than throwing money and people at the problem. By clearly renewing his vision and then gaining acceptance and commitment, Lincoln essentially revved up, and then released, what amounted to a battalion of energy within each person. Without question, Lincoln realized what every leader must—that the process of renewal releases the critical human talent and energy that is necessary to insure success.[1]

[1]Phillips, Donald T. *Lincoln on Leadership*. New York: Warner Book, 1992. p. 168.

LEADERSHIP ROLES

Leadership roles can be examined from a variety of perspectives. For the purpose of this discussion, four leadership roles—direction-setter, change agent, spokesperson, and coach—will be discussed.

Direction-setter. The leader of any organization, group, or association is expected to point the way, to be the champion of what is possible and desirable. The proactive leader is constantly reassessing the vision, fine tuning it, and nurturing its growth. The role of direction-setting never stops because the environment within which the group functions is constantly changing. As new challenges and opportunities appear, some parts of the dream, vision, or direction the leader has set are realized while others may be shown to be no longer feasible.

Many readers may remember a popular television program from years ago, "The Lone Ranger." While many may think of a leader as being like the Lone Ranger, perhaps more attention should be given to his alter ego, Tonto. Tonto, you may recall, was the scout who showed the way—much as we expect our leaders to do in our associations. As Casey Stengel once said, "If you don't know where you're going, you might end up somewhere else."

Change agent. The effective leader's challenge is to build an association atmosphere that welcomes change by promoting trust, open communication, and member participation. Leaders help design the future—help change the world in some significant way. Consider the following examples from the past to illustrate this idea: Walt Disney redesigned amusement parks; Jimmy Carter helped change the relationship between Israel and Egypt; and Steve Jobs helped redefine the role of personal computing power. In each of these instances the identified leader pointed to a new direction and helped change the rules of the game while redesigning the world's view about something.

People are resistant to change if they don't understand the underlying purpose, if they believe the change will negatively affect them or the organization, or if they believe it is being arbitrarily thrust on them.

Spokesperson. Leaders must be able to clearly, concisely, and completely articulate their group's viewpoint. They must listen and take action based on feedback they receive from their internal and external audiences—their members as well as potential members.

The effective leader is also the advocate for future needs and constituencies. Representing future needs and directions can be difficult when current challenges and crises are dominating the attention and energy of the group. However, the effective leader helps the association initiate projects or programs that are important for the association even though his or her leadership term may end and someone else elected to the position may have to carry out the programs or projects.

Coach. The leaders in an association serve as role models, coaches, and mentors for the association. It is imperative that they demonstrate and believe in the characteristics that are most important for the future of the association. The leader is there to serve others, not to use them. As other good coaches do, leaders must discover which members, committee members, committee chairs, or other officers need assistance and then provide it.

The leader is a teacher, learner, facilitator, role model, and friend. By demonstrating that people matter, the leader/coach builds the association into an instrument for changing the future. One of the most significant characteristics the leader must instill is the set of norms or ethics that define good and bad and right or wrong in the behavior of the association.

Success in leadership will not come simply by being more ambitious or likable, or by inviting dissent or keeping cool. The leader must clearly identify and diligently work at developing leadership skills or abilities needed for the complex, rapidly-changing global environment.

In every association, programs or initiatives should be implemented that will prepare members to assume the various leadership positions within the association. Leaders should dedicate themselves to the premise that they must prepare their successor(s) regardless of the leadership position they may hold within the association.

CHARACTERISTICS OF A LEADER

Most people agree that there are numerous skills, attributes, or attitudes an effective organization leader should have. Important characteristics include commitment, vision, communication, flexibility, and initiative.

Commitment. An individual who successfully seeks a leadership role in a professional association must possess an intense and unswerving commitment to the profession represented by the association. These leaders must be willing and able to devote the time needed to do the work associated with the committee or office.

Too frequently, association members agree to serve on committees or seek an elected office and do not make the necessary commitment to carry out the duties or tasks of the office or committee. They seemingly lack the willingness to commit the time needed to get the job done. The results include missed assignments, deadlines, and meetings.

There are many opportunities to get involved in professional associations and to refine one's leadership skills. The follow-through on committee work should be like a lighthouse beacon that signals officers and others that you are ready, willing, and able to vie for an elected role in the association. Whether you wish to be a committee member, committee chair, or an elected officer, commitment is the vital first step.

Vision. *Webster's New World Dictionary* includes among its definitions of leader "the central stem of a plant." This is the main artery of the plant through which the plant sustains and thrives. Similarly, a professional organization lives and thrives because of the leader's ability to communicate the association's vision.

Individuals who agree to assume leadership roles in professional associations should be willing to look to the future. Successful leaders operate in the future tense. They are constantly on the lookout for possible opportunities and threats. They are always asking "What if?" and "Why not?" and "So what?" Leaders with this mindset pay attention to the past and the present in order to determine the implications for the future. The effective leader must focus on the horizon and take steps toward reaching it.

Nothing restricts the vision of an association so much as a leader locked into an image or picture of the future that is exclusively a perpetuation of the present. To stand still, or simply do more of the same, may be the formula that spells failure for that association.

The current pace of change is rapid and will become even more rapid. Evidence of this acceleration of change is found in many areas, such as the information explosion and technology improvements. Focusing on the present provides only a fleeting and possibly a misleading glimpse of future possibilities. The leader must constantly be looking ahead for commitments, choices, or investments that may not have their payoff until sometime in the future, even after the leader has left the office or the committee.

The more significant the commitment, the further into the future the payoff is likely to be. Effective leaders maintain a futures orientation and constantly monitor changes that are taking place in the internal and external environment. A true vision for an association should provide a clear image of a desirable future and represent an achievable, challenging, and worthwhile long-range target toward which people can and will direct their energies. This may be in legislation, technology development or application, or in a myriad of other areas that would directly or indirectly affect the association.

Effective leaders with a vision keep an ear to the ground and are aware of an everchanging environment. They look not only at the internal organization and the present circumstances, programs, or needs, but they also look outside of their association for partnerships or joint ventures. Effective leaders maintain a balanced attentiveness to internal and external environments and to the present as well as the future. The leader who strays from the middle can become caught up in the circumstances of that choice—internal environment, external environment, past, present, and future. The result is an association that loses its balance and perspective because it is caught in the turmoil of moving from the middle to the extreme of one direction or the other.

Successful association leaders with a vision read a variety of publications, attend many meetings, and talk with a multitude of individuals to help develop and refine the future vision of where they are and where they should lead their members.

Communication. Successful association leaders should be good communicators with their many publics, not just their paid memberships. The better informed the leaders are, the better they will keep their members informed about what is happening.

These effective leaders should have excellent written and verbal communication skills. They may be called upon to testify before members of Congress or to meet with a group of business people to discuss challenges and issues. They must be able to share ideas or information with their membership or other officers or association board members. They may have to muster the support of their members for an idea or a new project or initiative. The successful leader who is the good communicator may have to persuade the membership to take a proactive posture on an issue when normally these

members would not have done so. Too often our professional associations representing business education have been reactive rather than proactive.

Flexibility. Effective leaders are flexible. They treat changes in the external and internal environments as dynamic opportunities. Effective leaders capitalize on the evolving dynamics of a situation, draw from the constant movement in the environment surrounding it, and enjoy the freedom to shape the environment. Effective leaders are able to manipulate situations so they preserve the possibility of several responses in a situation rather than only one.

Effective association leaders relate well to all types of individuals. They must work with members from all age groups and ethnic backgrounds. Younger members bring new energies and expectations to the association. These post baby boomers are not motivated by the same ideals as their older associates. The effective leader will discuss issues with members or others who have differing views. When the discussion is over, it is over. They don't carry chips or grudges. They still work effectively with the person with whom they disagreed.

Effective association leaders are able to rethink their vision and are willing to change based on new input or environmental changes. They can successfully reform their vision with the new input and gain the support of their members to implement it.

For example, effective association leaders manage changes in the political environment with vigorous enthusiasm. They are able to use change as a springboard rather than letting it become an anchor.

Initiative. There are many examples today, whether in sports, the arts, politics, etc., that illustrate the premise that people follow a winner. Often leaders are elected from those perceived to be winners based upon their demonstrated ability to make things happen. Sometimes leader expectations are high and unrealistic. We expect leaders to use initiative, to be decisive, and to exercise determination and follow through. Effective leaders are able to rapidly and creatively adapt ideas used elsewhere. These successful association leaders are not too proud to learn from others so that their association may benefit.

Learning is another important skill exhibited by successful leaders—it is the light that illuminates new ideas, understanding, and insights. Just as students are reminded of the necessity for lifelong learning, every successful leader must also be a lifelong learner. Leaders must understand their strengths as well as their weaknesses and learn from failures and successes. As a weakness or shortcoming becomes evident, the leader must be willing to study or learn or do whatever may be needed to overcome it.

Leaders evaluated as good, successful, or effective are also motivated by changes and challenges. They do not see obstacles or barriers to growth in the association or the activities of the association. Instead they see opportunities for improvement or the potential for additional successes. Challenges become the energy source of the effective association leader. New opportunities energize the leader to guide the association into new activities and programs.

Sometimes the challenge borders on or is viewed as risk taking on the part of the leader by the association's members. These calculated risks serve to

further energize the leader. They see the risk as an opportunity for further development, growth, and accomplishment of the group.

The willing enthusiasm to move into less familiar territory can be the spark needed to cause significant changes that improve the group and its program. Leaders should be issue directed and should not devote time to turf protection. Too often individuals get so involved in protecting an area, an issue, or a group that they lose contact with the bigger picture. The ultimate goal of education associations is to improve our education system in order to better serve students. The focus should remain on how the organization should adjust or respond to meet the needs of students—not on how it can maintain the status quo!

IMPORTANCE AND IMPACT OF LEADERSHIP AT NATIONAL LEVEL

Business educators are served by several national professional organizations. These organizations are often actively involved in similar activities or operations. There seem to be several activities that each of these associations should actively engage in to further the cause of business education.

Washington policymaking. Many people have vigorously complained about the new Carl Perkins legislation. However, others, rather than devoting their energy to complaining, have taken the challenge of the law and put it to work for their district and students. The Carl Perkins Act is as good as it is because of the proactive involvement with Congress by leaders in several professional associations.

The fact that an association staffer worked with legislative aides and members of Congress as the bill was drafted is an important aspect of the process—but only one aspect. The ongoing monitoring and interpretation of the legislation and legislative process helps educators at the local level use the initiative to help their students. This is another vital part of an association's proactive role in legislative activity.

Professional association leaders can establish and refine legislative telephone networks, consisting of members of their association, to communicate to their entire membership issues that require letters and calls to members of Congress. This grassroots communication system effectively gets the attention of Congress. Associations can shape legislation if they will take a proactive, organized role in the process. When leaders take time to be informed and respond to legislation, they can make a difference.

Association leaders must continue to work with their members to become a more influential force in the legislative process—whether it be in drafting the initial legislation, responding to legislation developed by Congress, inputting into the development of the regulations that guide us in using the legislation and accessing the funds that are part of it, or inputting into the process that periodically changes legislation.

Too many business educators have not taken an active interest/role in the legislative process. They have been reactive rather then proactive. It is becoming increasingly important that all business educators involve themselves in every way in local, state, and national legislative efforts in order to

help shape better educational legislation. Educators who avoid active participation in the process are faced with changing legislation initiated by individuals who often know little, if anything, about the educational process.

Business partnerships. Association leaders should engage in a meaningful and ongoing dialogue with business leaders. This may be in the form of an advisory committee that meets regularly to discuss present and future implications for the association, organization, or group, or it may be a more informal dialogue with individuals from business who can talk about current business happenings.

An alliance with business may take on a more formalized structure with a single business or corporation forming a partnership that will benefit the association and the business. While business partnerships have become popular at the local school or school district level, they can also be beneficial to professional associations. Whether it be IBM or Apple, Xerox or Minolta, or Sentry or Northwest Mutual Insurance, business groups can be an excellent resource and partner to a professional association.

Professional development. Professional associations can provide a necessary and viable professional development component for their members. This may be through a comprehensive contemporary program of meetings at the annual national meeting or it may be at the association's regional or state meetings.

Association leaders must take an active role in leading the members' professional development from this national association perspective. While members may be more comfortable with what are considered the more traditional presentation topics, association leaders must help their members move into the future by providing timely and contemporary programs that inspire the listeners to expand their thinking and program development.

The association's publications can and should also contribute to the professional development of its members. This could include, but certainly not be limited to, the journal and/or yearbook, as well as other publications and resource materials.

Curriculum leadership. National associations can provide proactive leadership in establishing curriculum models for business education. In many school districts the teachers do not have the time, money, or other resources to develop an appropriate curriculum. They need the help of their professional association in this effort.

Association leaders often have the contacts and resources to develop and publish model curricula. They may have grant writing expertise to apply for federal monies that may be available for curriculum development. The November 2 issue of *Vocational Education Weekly* reported that 13 national trade associations and education groups have received grants to develop and implement national voluntary skill standards in their trade or industry.[2]

An extension of this model curriculum effort would be the development of a certifying examination that students who complete the curriculum could

[2]13 groups receive grants to develop skill standards. *Vocational Education Weekly, V* (27).

take. Their score might earn them a designation similar to the Certified Professional Secretary or Certified Public Accountant titles. This is another opportunity for professional association leaders to initiate a project that would help the profession and assist students who take business courses.

CONCLUSION

Association leaders must realize that the younger members are bringing a new set of expectations and energies to the table. These post baby boomers are not motivated by the same challenges as their older colleagues, and they are also not dedicated to the same ideals and initiatives. These changes in the composition of the membership will require the leaders to be better communicators and visionaries. The visions they develop will have to serve the needs of the newer members. No one can be expected to rally around a cause that is not relevant or a goal that is not clearly articulated.

Today's leaders and future leaders must critically examine the motivations and priorities of these new professionals. Leaders must be willing to reshape the organization to better meet the changing and evolving needs and priorities of its emerging constituency.

G. E. Welch sums up what a business leader is when he said,

> Good business leaders create a vision, . . . They articulate the vision, passionately own the vision, and relentlessly drive it to completion. Above all else, good leaders are open. They go up, down, and around their organization to reach people. They don't stick to established channels. They're informal. They're straight with people. They make a religion out of being accessible. They never get bored telling their story.[1]

It would most certainly be beneficial for association leaders to heed Mr. Welch's advice.

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[1]Pascale, Richard Tanner. *Managing on the edge.* New York: Simon and Schuster (1990), p. 204.

CHAPTER 14

Leadership in the Proprietary School Environment

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Proprietary schools, also known as private career schools, are an integral part of America's rich and diverse postsecondary education system. The educational accountability in proprietary schools dates back to the beginning of our country. These schools originated by responding to industries' demand for services that were not being met by other educational institutions. It started when proprietors needed to provide their employees with the skills necessary to function effectively in their businesses. As the need for such skilled hands and minds grew, proprietors found that there were both opportunities and economics in training groups of students for employment in a variety of companies.

Private career schools have prospered because they are a vital element in our education system. Over the years, these schools have achieved a lot of growth without losing sight of their function. Today, there are more than 4,000 of these schools educating an estimated two million students. These include business schools and other vocational educational institutions offering both degree and nondegree programs in many diverse areas. They offer unique curricula, concentrate on improving skills and competencies, educate students faster, and provide job placement as the ultimate result of the process.

Over the last decade, the information age has brought a new dimension to the job market, changing America's employment scene. The information age is changing the nature of what needs to be learned, who will need to learn it, who will provide it, and how it will be paid for. Many more jobs now require specific technical skills whereas many of these same jobs in the past required a college degree. The Bureau of Labor Statistics indicates that the fastest rate of growth will be in jobs requiring specialized training. These jobs are normally filled by individuals who have some postsecondary training but usually less than a four-year degree.[1] Yet high schools continue to stress preparing young people for college. In addition, an increasing number of students graduating from high school are not prepared for entry level jobs.

There is increased competition among postsecondary institutions for students who want to gain this specialized training. Today's students want the training to be condensed and "fast track" with skills that translate into an immediate job. Officials at traditional post high school institutions do not

[1]Kutscher, Ronald E. "Projections Summary and Emerging Issues," in *Outlook 2000*. Washington, D.C.: Bureau of Labor Statistics, U.S Department of Labor, April 1990.

always meet the expectations of these students, but rather support the concept of a balanced liberal arts education. Because for the most part education in private career schools eliminates the need for unrelated general education courses, especially in nondegree programs, and the training for the same skills can be accomplished in a much shorter time.

These constant changes are a problem for America's education system. If the system fails to meet these changes and to accept new challenges, the rest of the world will surpass our country in productivity and efficiency. To ensure this country's rank, there must be a highly skilled, trained work force in America. Private career schools across the country are prepared for the major challenge of retraining millions of workers whose jobs could be wiped out by the high technological revolution. These schools are helping make the difference between a prepared, trained work force and an unprepared work force.

LEADERSHIP QUALITIES OF PRIVATE CAREER SCHOOLS

To maintain a competitive edge and achieve goals, private career schools have measured their successes and failures and have been held accountable every step of the way. Consequently, they have emerged as leaders in vocational training providing by students what they need and when they need it to secure a job. As the need for more technical training arises, the continued success of private career schools will rest on flexibility, distinctiveness, and personalization. Private career schools are ready to change to the demands of the times and will be recognized because of certain leadership qualities.

Mission. A first-rate private career school has a defined mission developed internally that states its purpose for existing. It is accompanied by a set of objectives that establish practices and outcomes to meet this mission. The organizational structure promotes a spirit of understanding, cooperation, and responsibility among all staff members striving to accomplish the mission of the institution.

Profit-motivated. The majority of private career schools are for-profit institutions and are part of both the educational system and the business world. Being profit motivated stimulates competition to produce a quality education, maintain high standards, meet the educational challenges of industry and students, and be consumer responsive. The only financial support for these schools is derived through student tuition revenue. The institutions receive no federal or state subsidies to help offset expenses. Paying taxes on profits earned from operations as educational institutions set private career schools apart from other kinds of institutions, which are either public or private, tax-exempt. Private career schools earn these profits because a satisfied student becomes a satisfied customer working for a satisfied employer.

Performance standards. Performance standards are monitored through the success of the institution's students. The integrity of an institution is determined by the professional competence, experience, responsibility, and ethical practices demonstrated by those individuals who make up the management team. They believe that "students come first" and always have the students'

best interests in mind. The institution establishes the groundwork for a student's achievement and provides the student with the necessary skills and competencies needed to succeed in a job.

Flexibility. One of the many reasons why private career schools are successful is their responsiveness to the technological changes in business and industry. Private career schools are focusing exclusively on what society needs—people with job skills. More than any other segment of post-secondary institutions, private career schools must ensure that the curriculum offerings reflect the changing world and its occupational needs and do it better than anyone else for continued existence. The lack of academic bureaucracy allows private career schools to respond and adapt quickly to any adjustments to ensure that students are prepared for today's opportunities, not yesterday's. For example, schools can be timely in curriculum revision, the selection of textbooks, and the purchase of equipment.

Caring atmosphere. Students who attend private career schools are welcomed into a caring community of skilled and concerned educators who measure their own success by the ultimate success of their students. This kind of caring environment places the students in the prime position of importance, more so than any other type of institution. Faculty members recognize that students are special and should be treated as customers.

Ethical and professional recruiting. First-rate private career schools recruit in a professional and ethical manner with full disclosure to the consumer. This all begins with the institutions presenting themselves accurately to prospective students and interested parties with information relating to recruitment and admissions policies, catalogs, enrollment agreements, cancellation procedures and policies, tuition refunds, academic progress, graduation requirements, available student services, and the financial stability of the institution. A successful school is selective in enrollments, choosing students who can appropriately function under the established mission of the institution and within the guidelines of the curriculum. Reputable institutions receive numerous student and graduate referrals. A first-rate school often has its prospective students visit with employers and graduates prior to enrollment to determine the reputation of the institution.

Student characteristics. Students are attracted to private career schools knowing that they lack the necessary skills to go to work. These students are unique. They are generally older than students in other institutions. Many come from disadvantaged settings and many are single parents who work while attending school in order to support a family. Basically, the students have come with a definite desire, a particular goal, and a mature attitude.

Students enrolled in private career schools are more likely to recover the cost of their education at a faster rate than students enrolled in a more lengthy public education program. The tuition cost of attending a private career school is offset, making the cost considerably less because these students will be earning income within one year of training compared to four years or more at a public institution.

Job-simulated environment. The learning environment is similar to on-the-job training with emphasis on actual work-related tasks experienced

through application, while traditional colleges depend on theory and academic training through lectures and research. In private career schools where students are developing skills and receiving hands-on training, classes are smaller. They meet every day and are dependent on demonstration and repetition, whereas typical university classes meet less frequently. Faculty members are actually acting as employers and "training on the job." Students are encouraged to dress in a manner acceptable to employers or their chosen profession. Since attendance is most important due to the short period of time students have to develop business skills, absences are treated the same as missing days in the work place. The students are taught to be responsible, productive, and ethical workers in our society.

Because the course activities relate to the students' future in the world of work, students are motivated. Emphasis is placed on the fact that better performance leads to promotions and monetary rewards in the work place.

Effective and well-developed educational programs. A major way to measure an institution's quality is to review the effectiveness of its educational programs—are the students gaining the necessary skills to become employed? These programs must be consistent with the mission and allow students to attain the objectives in measurable results. Each program is well planned with a stated occupational objective, and each course utilizes an appropriate syilabus.

Program offerings are reviewed on a regular basis to ensure that the needs of the students and community are being met. Graduates and students are often asked to evaluate the educational programs. Advisory boards representing individuals from industry in special curriculum areas provide a major contribution in any curriculum revision. All of these processes allow for immediate changes and the appropriate design of an up-to-date curriculum.

Curriculum revisions and new programs must be approved by the state agency and are generally forwarded to several employers for review. This helps to ensure that graduates from the specified curriculum will have the necessary skills to obtain employment. The curriculum is also reviewed by the accrediting commission for approval and finally by the Office of Education if the school is participating in Title IV funds. This entire process can be done in a relatively short period of time compared to the bureaucracy a public school must face. Once approved, it is the institution's responsibility to provide adequate teacher and student resources and equipment to support the curriculum.

Quality faculty. The competency of the faculty is essential to the quality of the institution and it is a significant responsibility of the administration to hire and train such faculty. It stems from proper selection, orientation, guidance, stimulation, and evaluation of the teaching staff. The faculty members in private career schools must have more than a teaching certificate; they must have hands-on job experience with their primary function being teaching. They must be academically trained and have the appropriate work experience relative to their area of teaching. Quality instructors give the students full attention over every procedure and technique. The individualized instruction helps students comprehend and master the material more rapidly

and easily. The faculty in top-rate institutions have academic freedom in choosing teaching methods contributing to the overall effectiveness of the educational programs.

Quality faculty strive to grow personally and professionally, becoming mentors for students. In-service training is often provided by institutions on a regular basis for faculty members to promote professional growth. Faculty are members of and participate in educational associations and professional organizations to create an awareness of what is happening in the business world. Many instructors work in offices concurrently with their teaching as well as furthering their education. Also, institutions encourage and promote attendance at seminars, conventions, vendor shows, and equipment exhibits. Instructors frequently visit graduates and employers on the work site. They contact business people to be guest speakers in the classroom and arrange field trips to businesses to keep the community involved in the student's progress and keep the student stimulated.

Many schools evaluate faculty on a merit pay system, which is basically on performance—similar to business and industry. The administration provides feedback to the faculty members on a timely basis. Evaluations and observations in the classroom are often done on both an announced and unannounced basis.

Orientation program. An effective orientation program is the first step to introducing the students to what they should expect as they enter a private school environment. "Ice breaker" activities often begin orientation to provide a get-acquainted session. A well-planned orientation includes a brief history about the school emphasizing success stories of students and graduates. Students receive a handbook outlining all of the institution's policies and procedures. The students are reminded of services offered such as personal and academic counseling, tutoring, study skills, time and stress management, test anxiety, goal setting, communication skills, and maintaining a positive attitude and self-concept. Students are encouraged to discuss any teacher-classroom concerns, attendance, and performance with the appropriate staff members. The locations of all areas on campus are identified so students feel comfortable about where they are going the first day. Other services made available to the students such as telephones, student lounges, parking, car pooling, lost and found, and student organizations are explained.

Since the primary objective of a first-rate private career school is to ensure that the students gain sufficient skills to become employed after graduation and possibly even before, placement services and opportunities are discussed during orientation. Also, how academic progress is evaluated is thoroughly introduced to the students along with graduation requirements. Ultimately, students leave the orientation session feeling excited about their decision to attend the institution.

Student loan default management. A major goal for concerned private career school administrators is to have a low student-loan default rate. This is a primary factor for continued participation in student financial aid programs. Private career schools have developed a continuous student-loan default-management program encompassing many components. One is

emphasizing to students the importance and necessity of repaying any student loans. This total program is also a part of orientation.

Student retention system. A top-rate school emphasizes student retention and has a defined program involving faculty, administration, and students. Students are tracked from the first day. All departments work together to retain students through a total awareness system. An adviser is often assigned to each student.

Attendance is mandatory in private career schools, while in most postsecondary institutions attendance is not required. Telephoning any students who have missed consecutive days and offering assistance can be a major contributing factor to retaining students. Some schools provide extra tutoring sessions conducted by trained faculty to assist students who have missed classes.

Private career schools evaluate their retention rates on an on-going basis. Any significant increases and decreases are documented and studied. A "caring" environment with one-to-one relationships is evident in schools with high retention rates.

Student counseling. A trained counselor is available to provide both personal and academic counseling and to help students adapt. Institutions want students to succeed and, since many are dealing with adults, emphasis is placed on assisting with any barriers that might exist. Programs are established to help deal with the pressure and stress encountered throughout the educational experience. Students are sometimes referred to outside resources if additional assistance is necessary.

Placement services. The private career school traditionally has been viewed as the exemplary institution in the placement of its graduates. Since more students come to a private career school with the objective of getting a job, the ability to become employed is the single most important factor to take into consideration when evaluating the success of a school. Since students seeking an education at a private career school have a definite objective in mind, many are not interested in a liberal arts education, extensive extracurricular activities, etc. These issues are left for other types of educational institutions.

A top-rate institution is committed to the placement of students and graduates and has a systemic placement operation documenting all activities. Employment that enables students to utilize expanding skills while attending classes will not only benefit the students while in school, but will serve as a motivating factor to their pursuing careers and becoming more valued employees upon graduation. This also cultivates transferable skills such as communications, time-management, and supervision.

A first-rate school believes there is a job for each student and works hard to place that student. The private career school follows graduates continually until a job relevant to the training is secured. There are several approaches to effective job placement of students and graduates from private career schools. Many use a self-directed job search approach. The students are trained to market themselves, how to make cold calls to companies—by phone and in person, how to secure an interview, and how ultimately to land the job. In

other instances, the placement office assists the students and establishes employer contact through a thorough, free-of-charge job listing consisting of job title, skill level, qualifications, personality, salary range, number of employees, benefits, etc. The placement office sets up the interview, and both the student and the placement office follow up with the employer after the interview. Both methods of placing students and graduates can be extremely effective.

Other placement-related services often include an intensive course on getting a job, which covers interviewing, resume preparation, stress reduction, preparation of cover, inquiry, and thank-you letters, job search techniques, personal assessment, and professional dress. Instruction methods include video-taped interviews, small group discussions, role playing, lectures, and guest speakers. In addition, a portfolio is often prepared to accurately and professionally present the graduate from the private career school. These graduates are trained to learn about the company before going to the interview.

The institution's placement efforts are made visible throughout the college on the graduate bulletin board announcing the placements. Letters of recognition from employers are prominently displayed. Institutions using placement percentages or projecting salaries must be able to verify such information to the consumer or anyone who asks. Job placement services are offered at no additional cost by the majority of private career schools and are a contributing factor when selecting an institution.

Diverse areas of training. There will continue to be a need for private career schools well beyond the year 2000. More adults already in the work force will be focusing on retraining because of the rapid changes in technology. Private career schools will offer more courses at flexible times, including weekends and evenings, to accommodate these individuals.

Many private career schools will be developing "contract training" programs whereby institutions provide specific training for employers and their employees either at the school or the business location. Private career schools have extensive experience in this area, and businesses and government agencies will contract the training and pay for it because of a cost reduction.

Those private career schools that expand their training to include foreign students will certainly be among the leaders. Students coming from foreign countries to work in related occupations will seek training that will prepare them as quickly and efficiently as possible, and private career schools will be able to meet that need.

CONCLUSION

Hundreds of thousands of young people drop out of high school, and many more graduate without the basic literacy needed to read a magazine or comprehend the basic instructions that accompany an ordinary appliance. Many cannot take the responsibility for a task assigned to them. These people are doomed to failure and frustration and could be a burden to society. Consequently, a poorly educated, poorly motivated work force is a threat to

America's competitiveness. Without a skilled, adaptable work force, neither industry nor government can work efficiently or productively. Today's business leaders are therefore concerned about the ability of schools to prepare students for the realities of the job market.

Private career schools are training students who are more than a number among thousands of students in traditional educational settings. Students are recognized and trained as individuals and held accountable for their work and its integrity. Private career schools continue to be important to the economic base of this country. They train students for special skills that are needed to fill thousands of jobs and teach a set of attitudes and a behavior pattern that fit into a competitive world market. In addition to sufficient hands-on training, private career schools offer an education that prepares individuals to utilize thinking skills and be innovative in addition to being flexible and open-minded. They are taught to handle the stress of day-to-day business. These schools are promoting good business ethics and work habits and developing positive traits such as responsibility, self-discipline, and self-reliance.

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CHAPTER 15

State Program Leadership Perspectives

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> A leader should always aim high, going after things that will make a difference rather than seeking the safe path of mediocrity. A leader has to have a vision and set the goals to achieve that vision. A leader knows it takes hard work, stamina, tenacity, and a positive attitude to reach that vision, and to accomplish this, the leader must clearly articulate this vision to those who will carry out the mandate. Finally, a leader is never satisfied—preferring to take the initiative rather than doing nothing. (Wess, p. 106)

These are the words of one of the most scorned and ridiculed leaders in the world—Attila the Hun. However, they are also the thoughts of today's leaders like Deming, Cosby, Peters, and others. (Mitchell, p. 30) While not usually referred to as Attila the Hun, state leaders demonstrate Attila's principles in their work to provide leadership in business education in their state.

The growth of state leadership in business education parallels very closely federal vocational legislation over the years. Beginning with the Smith-Hughes Act in 1917 through Perkins II of 1990, the specific wording of legislation regarding funds for state administration has led from an increased level of state leadership in earlier legislation to, sadly, a decreased level in the current Perkins II.

Some states did not wait for legislation to institute state staff. Among them was New York, which appointed I.O. Crissy in 1898 and Frederick G. Nichols in 1909. In 1924 Idaho and Pennsylvania appointed state staff. During the ensuing years, 19 states had state staff for business education, 26 states had state staff for Distributive Education only and others had a mix. Only three states had no state staff for Business Education.

The Vocational Education Act of 1963 made it possible for all states to have business education and/or distributive education state staff. Conversely, Perkins II with its decrease in state administration dollars has once again reduced the number of state staff not only for business education but vocational education generally. While this can be considered a step backward it can also be viewed as a challenge to create a new design, delivery, and place for business education. It cannot be assumed that just because a state staff exists that there will be leadership; therefore, the purpose of this chapter is to discuss a model for state leadership, what factors affect or impact it and what, as Attila says, the vision for both state leadership and business education should be for the year 2000 and beyond and our challenge at all levels to embrace it and implement it.

STATE LEADERSHIP—THE JOB DESCRIPTION

The short job description for a state leader in business education would say "possesses the ability to walk on water." A more realistic job description based on the research cited in this chapter and Attila's principles of leadership include the points cited below. A state leader in business education is an individual who demonstrates—

A. A vision that business education has a place in both general and vocational education and is part of a life-long learning process.

B. The education, experience at middle, high, and adult learning levels, and professional commitment to business education.

C. An unwillingness to accept status quo, a willingness to accept the responsibility, make hard choices and decisions, and a willingness to be held accountable.

D. The ability to innovate, set goals, monitor programs, evaluate and adjust as necessary in an effort to seek results.

E. The skills to communicate, support, and stimulate action, break down barriers, and maintain morale.

F. A sensitivity to the needs of a diverse population, the national reports, the changing needs of business, the impact of smarter technology, and new delivery systems.

G. The creativity to use the information to design professional development activities, and orchestrate curriculum development and implementation.

H. The commitment to give the time to reading the literature, supporting research, experimentation, and assessment, and using the information to improve programs and teachers.

I. The courage to acknowledge differing opinions, delegate, empower, and speak out.

While you think about the leadership in your state, you can create a mental report card to grade the competencies listed. As with almost everyone who receives a report card or grade sheet, some will score high and some will score low. Many times there are inhibitors that impact on the ability of state staff to provide the extensive leadership discussed in this section. These factors will be discussed in the next section and must be taken into consideration in the final description of what can be expected of state leadership. Recognizing that there will be restrictions and compromise, business educators must lobby for the highest level of service possible, one that will come the closest to the commitment described in this section. If there is no response from staff members then go higher to the managers, state directors, and state council on vocational education. There is no excuse for business educators who do not demand, because taxes pay the salaries of the state staff.

STATE LEADERSHIP—IMPACTING FACTORS

Regardless of where a person works, there are policies, rules, regulations, politics, and influences that impact on the effectiveness of an individual or an organization. Over the past few years, the factors described below have had their impact on the ability of state staff to provide leadership in business education and continue to do so.

National reports. In the early 1980s there were 11 major reports that impacted education. The fallout of these reports led to increased graduation requirements, a back-to-basics movement, and a decrease in the elective programs in most settings.

A recent, second round of high-level meetings, government blue-ribbon committees, and business roundtables has led to a series of new reports on what should be done to prepare students for the year 2000. Former President Bush, governors, and commissioners of education from across the nation met and set an Agenda for Education, "America 2000," including the six goals and four-part strategy described below. These goals have been reaffirmed by President Clinton.

THE NATIONAL EDUCATION GOALS

By the year 2000—

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The America 2000 strategy has four parts that will be pursued simultaneously:

- For today's students, we must radically improve today's schools by making all 110,000 of them better and more accountable for results.
- For tomorrow's students, we must invent new schools to meet the demands of a new century with a new generation of American schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.
- For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."
- For schools to succeed, we must look beyond our classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) "What Work Requires of Schools" details the skills and knowledge young people need to be prepared for work. The know-how

identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

Competencies—Effective workers can productively use—

- Resources—allocating time, money, materials, space, and staff;
- Interpersonal Skills—working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally-diverse backgrounds;
- Information—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems—understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

The Foundation—competence requires—

- Basic Skills—reading, writing, arithmetic and mathematics, speaking, and listening;
- Thinking Skills—thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- Personal Qualities—individual responsibility, self-esteem, sociability, self-management, and integrity.

"Accelerating Academic Achievement," the NAEP Report prepared by Educational Testing Service (ETS), studied student achievement in English, mathematics, science, U.S. history, civics, and geography over the past 20 years. The report concludes, "There is considerable evidence that large numbers of students graduate from school lacking the skills needed by employers and expected by colleges. The fastest growing occupations require employees to have much higher math, language, and reasoning capabilities than do current occupations. Much of the recent research in mathematics and science education has centered on developing students' reasoning and problem-solving skills, improving the quality of the curriculum and teaching, allowing for more experience-based learning activities, and incorporating more use of computer technology into,classrooms."

As with the earlier reports, the three major reports cited above and others on the horizon will impact education. The significant components that will drive education will be assessment, global economy, interpersonal skill training, problem solving, and experience-based learning. Unlike the last time, there is time if one moves quickly to develop strategies to implement those components that can be taught through business education.

Legislation—federal. New legislation is driving how the money can be allocated. As previously mentioned, the impact of Perkins II on state leadership has been a significant decrease in funds and has impacted the level of state service. On the positive side, the emphasis on accountability, tech-prep, applied academics, and sensitivity to the disadvantaged sets the agenda for new directions.

Legislation—state. The impact of the increased graduation requirements of the 1980s caught vocational educators by surprise and they were slow to react. As in the 1980s, new federal legislation, new agendas, and reports will soon result in state legislation and mandates around such topics as serving diverse populations, applied academics, and tech-prep. It behooves all business educators to keep a close watch on what is proposed and to be prepared to use their collective voice to lobby for fair legislation.

Reform efforts. In the past two years, four state departments of education have been completely dismantled and restructured or reorganized in an effort to cause reform in education. While it is too soon to see if this has had any impact on the educational delivery system, it is being touted as the only way to reform. Recently Whittle Communications announced an alternative to public education, and other entrepreneurs will follow soon. The Oregon Plan of ungraded levels (K-3, 4-6, etc.) with stated and demonstrated competencies bears watching. The secondary design includes six major career-study focus areas and early apprentice opportunities.

Regardless of the design, there is a significant pressure for the state departments of education to respond to the criticism that students are not prepared for the jobs of today and tomorrow. What the final design will be is anybody's guess, but one can be sure that business educators as well as all educators will be impacted. Of note in this area is the ungraded concept with competency demonstration and the youth apprenticeship design.

Economic climate. In the past when jobs were plentiful and people to fill those jobs in great demand, the employers were not as demanding in the skills and knowledge level of the individuals they hired. Today, however, there is a totally different economic climate. We lose business and jobs to other countries; people are not qualified for the jobs we have to offer; our products do not meet marketable standards; the cost of doing business is too high.

Business is trying new approaches to provide a quality product at a competitive price, and employees are expected to be prepared to adapt to these new approaches to meet businesses' goals. We hear constantly that employees need to be problem solvers, decision makers, have a work ethic, and know how to work as a team. Business is redesigning into quality teams; site-based management is being introduced; and everyone is learning the whole process, not just their small part, so they see the total picture and accept responsibility for a quality finished product. This will impact on what we teach, and how we teach, especially team work, producing and judging a quality product, accepting responsibility for that product, and seeing the big picture.

Public perception. Too often business educators have allowed things to happen to them. Courses have been given to other departments or eliminated, equipment has been moved or not purchased, teachers not replaced, courses have been weighted below college level, and on and on. The public perception of this, then, is that these courses/teachers are not important; they do not contribute to the education of students. Of course, we know that is not true!

Political basis. We have not mastered the skills it takes to develop the political base needed to lobby for the support of the importance of this area

and the power to influence keeping it on the state/local education agenda. As resources continue to decline, the competition for these scarce resources will increase. Business education must be "on the agenda" first, and then we need the leadership to help us seek the support and resources and to adapt or adopt the factors that will impact to the year 2000.

STATE LEADERSHIP—THE VISION

Assuming that we can, and will, develop with the help of state leadership the political base to survive and grow, then what should the vision be? Any vision of business education must be based on the impacting factors and national initiatives including:

- Global Economy
- Applied Academics
- Youth Apprenticeship
- Core
- Experience-based Learning
- Ungraded Education
- Tech Prep
- Partnerships
- Transferability
- Diverse Populations
- Values Gap
- Alternate Delivery Systems
- Assessment

Global economy. As was previously stated, the condition of the U.S. economy has increased the awareness on the part of America's business community that workers need to be skilled. This is even further heightened by the impact of the expanding global economy and pacific rim as competition for business, previously the sole proprietorship of this country. In an attempt to attract business, employers want workers who possess basic skills as well as the ability to solve problems, make decisions, and work in teams so that they can stay competitive in the global market. The current "Total Quality Management" movement is just one example of the effort of business to keep and attract business. Business educators as partners in this effort need to infuse into the curriculum critical thinking skills, teaming concepts, and the ability to judge what is a quality product.

Applied academics. The Agency for Instructional Technology (AIT) and the Center for Occupational Research and Development (CORD) (non-profit, educational companies) have formed consortia of states to develop multimedia products in the areas of:

- Physics—Principles of Technology
- Language Arts—Applied Communications
- Algebra—Applied Mathematics

- Biology/Chemistry—Applied Biology/Chemistry
- Teaming, Problem-Solving, Interpersonal Skills—Workplace Readiness

These products utilize video, computer, and print and provide experience-based learning using real work situations. The flexible curriculum encourages team teaching between academic and technology teachers.

Youth apprenticeship. The model of youth apprenticeship in this country differs from the German model in many ways. The most important difference is that we do not career track our students the way they do in Germany. Our youth apprentice resembles cooperation work experience very closely. There is, however, a real emphasis on site placement that is directly related to the student's skills, not just any job. Due to the current economic climate and lack of jobs, this concept continues to receive lip service support. Employers and educational leaders are struggling with the concept and how to implement it in the U.S. model of education. At this writing, the best solution is a strong business education cooperative work experience program that is immediately renamed "Youth Apprentice—Business Opportunities."

Core. In a response to the alternative delivery systems, some school districts are blending academic and vocational lines and providing a base of common competencies that can then lead to specialization at advanced levels. School systems are supporting curriculum development in the area as well as appropriate scheduling of students and teachers and competency assessment through portfolio and performance. While applied academics is an example of this concept, relationships between language arts and word processing, accounting and mathematics and computer teachers to combine offerings are examples at grassroots level. Currently an elementary/middle school concept, the design that has a core of teachers responsible for the total learning of a group of students is another example that could be modified and adopted at the high school level.

Experience-based learning. The concept of reinforcing through life and work experiences the theory being taught is not new to business educators. In fact, it is and always has been the foundation of our instruction in our courses and at the heart of our cooperative work experience program. As more and more national groups support experience-based learning, we must provide support to the academic side of the house (language arts, social studies, mathematics, etc.) by providing them with the experienced-based examples they need to enrich their courses, thus building teams and partnerships and bridges that will help to blend the rigid lines that currently exist.

Upgraded education. The newly designed Oregon Model of Education calls for ungraded education. While it recognizes groups of experiences that broadly fall into categories (K-3, 4-6, 7-9), it does not require students to stay three years. The uniqueness of the Oregon model is that it establishes the competencies required to be demonstrated to move to the next level. When the students demonstrate the competencies, they move. They receive "Certificates of Mastery," and it appears that a student could be at Level 1 in one area and Level 3 in another area. While too early to tell if this will succeed, it certainly represents reform and an important concept not to be taken lightly.

Elective areas such as business education would benefit greatly in this design, and students certainly will benefit.

Tech Prep. The development of articulation and relationships between secondary and community/technical colleges to provide college credit for courses taken in high school have grown over the past three years. These relationships have resulted in a better articulated curriculum, measurable competencies, and a growing interest on the part of students to learn such things as algebra, physics, communications, and technical education as part of their secondary experience. They have a reason to learn because they will not only learn important concepts but earn transferable credits and advanced standing at community/technical colleges at the same time. Administrators are taking a new look at technical/business education in their schools as it gains this new status of eligibility for college credit. This is only the start of a reform that will have a major impact on education in the next five years. The blending of lines between secondary and postsecondary will result in that "world class workforce" we need.

Partnerships. Tech Prep and applied academics are of great interest to the business community because business leaders/employers view these programs as helping make students better employees. Many businesses are taking an active role in sponsoring and lobbying for the implementation of these programs. In addition, they are adding another dimension—work experience and/or youth apprenticeship opportunities. Partnerships are also growing between academic and technology teachers at the secondary level and between secondary and postsecondary teachers as well.

Transferability. The most important things students need to learn today must be those skills and competencies that are transferable to a variety of opportunities and can be enhanced through life-long learning or on-the-job experiences. Students must be taught to recognize the relationship between what skills and knowledge they possess and how to apply them to new situations and to diagnose what new/different learning they need or how to adapt all their skills to the new situation. They need to like to learn because they need to understand that life-long learning will be necessary to maintain employment, never mind advancement.

Diverse populations. Studies of demographic data indicate a vastly different look to today's population. There are more senior citizens and they are living longer; single parent families have increased; there are currently 11 different family designs; women and minorities are underserved and undereducated. These groups will all make demands on education and will have a significant impact on whom you educate and the mix you may find in your classroom. As the population in classrooms changes, teachers will need to be sensitive to learning and teaching styles, societal demands, and the cultural diversity of these groups. The challenge will be to utilize this diversity to enrich the learning experience.

Values gap. The youngsters born in the years following the baby boom that ended in 1964 are very different. They have a set of eight core values:

1. They are self-oriented.
2. They feel cynical.

3. They are materialists.
4. Their adolescence is extended.
5. They want quantity time.
6. They want to have fun.
7. They are slow to commit.
8. They don't bow to any authority.

In addition to "different attitudes," many have poor skills and short attention spans, having been raised by television as a surrogate parent. They are the new generation and destined to become an increasingly larger segment of the work force. The chart below compares the three groups you may experience in your classes that will impact on your teaching style and delivery system.

IMPACTING ATTITUDES

	World War II Generation (1925-1945)	Baby-Boom Generation (1946-1964)	Twentysomething Generation (1965-1975)
Personal	Allegiance	Self-discovery	Self-oriented
Political	Conservative	Liberal	Pseudo-conservative
Social	Law and order	Altruistic, humanistic	Competitive
Ethical	Fundamental	Moralistic	Situational
Financial	Save and pay cash	Buy now, pay later	Almost hopeless
Buying	Based on necessity	Have it now	Whoever has the most wins
Products	Home appliances, tools, homes, cars	Clothes, travel entertainment	High-tech gadgets for work and fun
Reward	"I earned it."	"You owe me."	"I want it, but may not be able to get it."

Alternative delivery systems. As with multi-media learning products, the delivery of skills and knowledge must be packaged in a variety of ways. Just as teachers have different styles of teaching and students have different styles of learning, the delivery of skills and knowledge must be varied. The industrial age lockstep, timeclock approach must be replaced with as many new delivery systems and approaches as there are ideas to try—there is no one right way!

Assessment. There is a major movement across the country to replace the traditional assessment mode of paper and pencil tests with a portfolio that demonstrates the competency levels of the student. This is a familiar concept for business educators as we have always based the assessment of our students on their demonstrated performance. The portfolio concept, however, expands what we have done to include samples of letters of application, academic competency, resumes, certificates of vocational-technological competency, on-the-job experience, and oral and written communications. Students are expected to keep these portfolios and, in California, to show

them to potential employers, who will give special consideration to employing these students.

What is listed in this section is just the tip of the iceberg as to what will take place over the next few years as we experience fallout from the reform movement. We have yet to see the design Whittle Communication will use; the Business Round-Table will support some initiatives still on the drawing board; and the Chief State School Officers have recently completed a position paper on school-to-work transition. We must watch and weigh carefully all that is written about these reform initiatives in an effort to select the best for business education.

STATE LEADERSHIP—THE RESPONSIBILITY

The best way to approach all of this is to think of pieces of a puzzle. It will take Attila's leadership as described in the first section to properly assemble the puzzle, create the vision, and cause us to commit to it with our heart, head, and hands. State leaders have the responsibility to gather, disseminate, and articulate the information on impacting factors, new initiatives, and trends that create the vision. It behooves the state-level leaders to meet their charge to motivate business educators and others to get the job done because there are two undisputable points:

1. The time to do something is now.
2. There must be change and adaptation of existing business education programs.

With both long- and short-range planning, we will create a business education program that will grow and meet the needs and goals of the students and society, a program that challenges the human being to achieve to the fullest. The need for leadership in business education has never been more critical than now, and it continues to become even more critical as time goes by. Business education's dual goals of meeting the needs of both society and the individuals within society are challenging even under ideal circumstances. Rarely does business education operate under ideal conditions. Constant social, economic, political, and technological changes continue to make achieving the goals of business education increasingly difficult. Consequently, strong, dynamic, innovative state-level leadership is a must if business education is to continue to be a viable educational option in this country.

Finally, there is only one question we must be able to answer in a responsible manner and that is: "Because they are our future, what is best for our students?" Our history as business educators shows that we can change and adapt, create the vision, implement it, and provide world class workers and citizens for America.

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CHAPTER 16

Horizontal Leadership

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Government and industry will be faced with a labor shortage in the 1990s. Gone are the baby boomers of the past decades that were a constant pool of skilled labor. This will present government and business with the task of allocating limited human resources to fit the needs of the organization. The options are two, either compete for the short labor supply or draw from the ranks that presently fill positions within the organization. The option that will draw considerable attention is the transfer of people horizontally within the organization to fill vacant positions attributable to retirement, reorganization, promotion, or resignation.

Americans have been conditioned to prepare for the movement up the career ladder. The classroom instructor encourages the student to rise to the top of a chosen field. Our society measures success by the title and pay that an individual achieves. An educator likewise aspires to administrative positions. The reality is that only one percent of our population achieves that top management position. The remaining ninety-nine percent of the labor force must take into account that success will be a horizontal move to fill new, expanded, or reorganized positions.

Preparing for horizontal movement is becoming more important in the 1990s because of the change in management strategy. During the past decade, layers were added to the organizational chart to facilitate the traditional downward decision-making process that rewards individual effort and power. Emerging out of this form of management is the horizontal organizational structure. Instead of layers of middle management, emphasis is being placed on team work and bottom-up decision making. The new organization encourages the team approach to managing a business or government. In place of working up to the top, employees are required to look at the process, be a part of the team, and to be knowledgeable of different segments of the operation. The new employee will not be a specialist, but a generalist. The employee of the future should be committed to learning, to participating, and to responding to the needs of the team.

The preparation for a horizontal move requires that the content for leadership development be explored and applied. The four key elements that comprise the content for leadership development are planning strategically,

shaping change, communicating effectively, and making timely decisions. What is available to the business educator that will facilitate leadership development?

A beginning business teacher should enter the profession with a sound foundation in subject matter and teaching methods. Daily the business teacher must apply the four key elements of leadership development. The teacher strategically plans the activities of the classroom to shape the desired change in the students. The effective teacher communicates with the students' parents and with administrators in making quality decisions that affect the individual student or the educational institution. As the teacher becomes proficient in the classroom, there are many opportunities for the teacher to enhance the leadership skills necessary in today's changing management structure. These opportunities include working with student organizations, assuming leadership roles in the local school, and working with professional organizations.

LEADERSHIP IN STUDENT ORGANIZATIONS

Becoming a local adviser to a vocational student organization gives the teacher the opportunity to use strategic planning and effective communication skills to plan and coordinate activities for the organization. There is the need to recruit members; elect officers; plan chapter activities in the areas of programs, social activities, fundraising and community service activities. This is an excellent opportunity to teach leadership skills to students. While acting as adviser, the teacher delegates duties to chapter officers, who, in turn, learn leadership skills as they work with chapter members. Besides local school activities, the chapter has the opportunity to work with local businesses and community service organizations to plan and coordinate community activities. Not only are good strategic planning skills necessary to run an effective student organization chapter, but excellent communication skills are also essential. A chapter adviser must be able to effectively convey ideas and information to officers, members, school administrators, and the business community.

Another way of using leadership skills in student organizations is to become involved in student organization activities at the district and state levels. In Georgia, the state FBLA chapter has been divided into 10 regions. Each of these regions elects a student member to serve as vice president of the region. The vice president and local chapter adviser from the vice president's school serve on the FBLA State Executive Council along with the statewide officers and their advisers. The State Executive Council is responsible for preparing the program of work for Georgia FBLA. Each district vice president is responsible for planning and conducting a regional meeting when competitive events are held. These meetings determine eligibility for state competition later in the year. After working at the district level, the FBLA chapter may decide to run a student for a statewide office. This would give the student and the adviser the opportunity to help in coordinating statewide activities.

After being involved in student organization activities at the state level, a student could choose to run for a national office, and the student and adviser would serve on the National Executive Council. Another avenue for involvement at the national level would be for the local adviser to run for and become elected to the National Board of Directors.

Working with student organizations is an excellent way for a teacher to serve in a variety of leadership positions at different levels of the organization.

LEADERSHIP IN THE LOCAL SCHOOL

A successful classroom teacher who has leadership skills is a prime candidate for assuming leadership positions in the local school setting. There are a variety of roles a classroom teacher can play within the local school. These include serving on an advisory committee, as a work program coordinator, or as a department chairperson. In order to have leadership abilities recognized by school administrators, a teacher should volunteer to serve on school committees, work with student organizations, and offer assistance with any special school projects. Once administrators become aware of the leadership abilities of a teacher, the teacher can be considered for other duties that require leadership skills.

In the Fulton County School System in Georgia each high school has a local school advisory committee whose purpose is to advise the principal on matters that affect the school. These committees are composed of teachers, classified personnel, parents, community members, students, and the local school principal. A teacher is elected to this committee by coworkers and agrees to serve a two-year term on the committee. Representing the faculty by serving on this committee gives a classroom teacher an opportunity to be involved in decision making relating to discipline, strategic planning for the budget, and shaping change as schoolwide goals are set. This is an excellent experience for a teacher who aspires to be an administrator.

Vocational programs offer students the opportunity to participate in cooperative work experience programs. A vocational teacher serves as coordinator for these work programs. Serving as a work program coordinator is an excellent opportunity for a teacher to develop a wide variety of leadership skills. Coordinating a work program involves many responsibilities. The work program coordinator must be able to work under pressure; work with many different personality types; communicate with students, parents, and employers; and promote the work program.

Serving as a department chairperson the business educator applies the four key elements of leadership development. Strategic planning and communicating effectively are done when the chairperson makes class schedules and teacher assignments. The acquisition of equipment and supplies enhances the decision making skills of the department chairperson. Shaping change is applied when the chair rewrites or updates curriculum to meet the demands of the changing business environment. The business department chair is an individual who exhibits leadership skills.

LEADERSHIP IN A PROFESSIONAL ORGANIZATION

All professional business educators should belong to and actively participate in professional organizations. Every state has a statewide organization that is affiliated with the National Business Education Association. Teachers should join their state association and NBEA. Membership in NBEA also gives a teacher membership in one of the regional organizations (EBEA, M-PBEA, N-CBEA, SBEA, WBEA). There is a tremendous opportunity for personal growth and leadership development for a business educator through these organizations. Organizations vary from state to state. Some states have only state officers. Others have been divided into districts and elect district officers. This is an excellent starting point at which a teacher can become involved. District officers plan, coordinate, and implement programs in conjunction with statewide goals at the district level. After moving through the ranks of the district offices, a teacher can become involved at the state level by serving as a committee chair or running for a state office. By serving on the state board, first as a committee chair and then as a state officer such as secretary or treasurer, the teacher is preparing to assume the leadership of the state organization by serving as vice president and then president. By participating in all activities and working closely with the president, the transition into this role should be a smooth one.

After leading the state organization, a teacher may have the desire to serve the national organization. The regional affiliations of NBEA offer many opportunities for teachers to become involved in leadership positions. Each of these regions has committees on which teachers could serve and then chair. Another way to become involved in the regional organization is to serve as membership director for the state. State membership directors work with the state organization, the regional organization, and NBEA. Serving as a state membership director on the regional board helps teachers learn about and become involved in the workings of the organization at the regional and national levels. From this point, a teacher could be nominated for a regional office and assume even more responsibility at the regional level. Moving through the ranks of the region would be excellent preparation for a leadership role in the National Business Education Association.

There are other opportunities for involvement in professional organizations. One that would enhance leadership skills would be to develop a presentation on current issues in business education and make presentations at professional meetings. The business educator also can expand professional exposure and contribute to the profession by writing articles for state, regional, and national publications.

EDUCATIONAL LEADERSHIP TRENDS

Education is not immune to the changes in management strategy. Currently, throughout the nation educational leaders are advocating a change to site-based management in our school environment. Site-based management is an organizational strategy that transfers the decision-making process from

a centralized organization to the individuals who have direct operational contact. The idea is simple. Those who are in direct contact with students should know what educational strategies would incorporate the needs of the students. Teachers and administrators will take on new leadership roles in the joint operation of the schools. Schools are moving from the decision-making process being housed in the central and state offices. Operational decisions will be made jointly with parents, teachers, and administrators. Curriculum will be determined by the needs of the local student population, not from a distant agency. Budgets will be more flexible so that teachers and parents can allocate the resources more effectively. The leadership skills that business teachers have developed will now have a broader implication. The teacher will still teach, but will take on the responsibilities of shared management of the learning environment. Effective communication, decision-making skills, and planning skills utilized in the classroom, student organizations, and professional activities will horizontally transfer to team management.

State departments of education are now reorganizing from the traditional organization to the team approach for program development. The state supervisor who coordinated the curriculum for the state is now being replaced with a team of curriculum specialists that directs the development of a content area. The team is composed of specialists from varied academic disciplines who provided guidance for program development. The thrust of this movement is to allow the school more flexibility to develop a curriculum that meets the need of the population the school serves. The team approach encourages the best curriculum concepts from other academic areas to grow in all disciplines. The turf wars of the past give way to cooperation, understanding, and improvement of our schools.

With site-based management and state management teams, the leadership of a program will be shared by all professionals in education. Business teachers must become aware of funding sources instead of depending on administrators to tell them how to spend allocated money. Business teachers must become aware of innovations in curriculum research and design through continued education and research. Business teachers must become aware of state laws, local and state board policy by actively reading and attending meetings. Business teachers must communicate with the local community through advisory committees and one-on-one contact to fulfill the needs of the employer and parents. The leadership traits that the teachers acquired by being professional educators will transfer horizontally to the new role of the educator.

A business educator may be called upon to lead not only as department chairperson of business, but as lead teacher for several academic areas. A co-op instructor may be asked to provide supervision not only for business students, but other students within the vocational area. A local administrator of a high school may be asked to consolidate middle school activities into existing duties or take on the responsibilities of instructional coordinator of curriculum. A state official may be asked to serve on a program improvement team that consults across academic areas. An individual may have the opportunity to transfer within the organization into a new unit that performs

a totally different function. The question is preparation. Can the positive training from a previous position be brought to a new position? The shaping of a position does depend upon what is learned as a business educator.

CONCLUSION

The business educator has the opportunity to develop leadership skills through professional and student organizations. By being an active professional educator, the teacher can learn and apply the key elements of leadership development: planning strategically, shaping change, communicating effectively, and making timely decisions. The leadership skills are formed through professional development and may be applied horizontally to the new avenues that will open for the professional educator.

CHAPTER 17

Leadership Through the Years

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Longevity in a position does not bring about increased leadership ability. If sound leadership practices have been continuously in use, however, greater time in a job and the greater maturity that experience brings can add to one's leadership skills. This can represent a practical, no-nonsense approach to leadership.

Leadership experience and longevity are not strangers to me—I have been a leader through the years, serving the Future Business Leaders of America/Phi Beta Lambda (FBLA/PBL) in local, state, and national leadership roles since 1959 and as the association's chief executive officer (CEO) since 1973. During that time FBLA/PBL has experienced extraordinary growth in membership, programs, and partnership, and has gained national and international recognition and prestige.

Since 1973, as CEO, I have had the opportunity to develop, test, adjust, and refine my leadership skills. Leadership demands are not the same now, with more than 250,000 student members, as in the early 1970s, when there were only 80,000 members. The difference in leadership demands is primarily a matter of quantity. My fundamental leadership principles and style have remained the same.

This chapter will discuss leadership principles and style, and the way that I have adapted them to work with a substantial number of constituencies.

Leaders in education or any other field should not attempt to develop different leadership principles for different audiences. The principles should remain constant, but one may have to adjust style to fit varying situations and determine which style will work best for each one.

The leadership principles and actions discussed are presented as they relate to problem solving and decision making, since decision making is a major duty of an association leader. But they can be applied in any situation where a person is expected to persuade, encourage, or instill loyalty in others. Also, a look at each situation provides a sketch of different leadership styles that are employed with different groups. Finally, the various roles of the leader will be examined as they apply to a major national project.

PRINCIPLES AND ACTION STEPS OF LEADERSHIP IN DECISION MAKING

Listen actively. Most "how-to" leadership books will name listening as one of the most important attributes of a good leader. Although everyone

is not naturally a listener, good listening principles and practices can be learned.

A leader must develop the principle of active listening; listen carefully to what is being said and, frequently, to what is not being said. A good discussion may not detail a solution to a problem; but by listening actively, the leader may find a solution by being able to hear what is being omitted from the conversation. As an active listener, the leader also can help keep the discussion on track and encourage development of points that sound promising. Therein, sometimes, is the solution to the problem.

As an active listener, the leader can, when appropriate, and as an equal participant, add his or her own ideas and opinions to the discussion. When done as an equal participant, joining in the discussion can help stimulate thinking and focus the group process.

A leader must realize that no one has a monopoly on ideas and solutions. Sometimes, the most exquisite solution to a complex situation may come from the person who is seemingly the most naive, one who may not bring to the discussion the prejudices or preconceptions that can accompany much knowledge of a subject. Listening attentively, even to those not intimately involved in the situation, may provide the leader with an innovative, resourceful solution. Promoting the free sharing of information among subordinates, peers, and superiors not only helps the leader find solutions and innovative approaches, it helps develop the potential of all members.

Active listening quite naturally leads to the second principle of leadership, the evaluation of information.

Evaluate information. Using information to form the basis of careful, objective analyses can help the leader make decisions that not only satisfy the situation but also enlist the approval of those who are most affected by the decisions.

There are many times when discussion of possible approaches are not feasible due to a time factor. These situations demand that a leader act at once. These are times when the leader must rely on intuition or experience. Part of intuitive- and experience-based solutions are derived from knowledge that the leader has previously accumulated through active listening.

Most situations, however, do not demand an immediate solution. There is time to seek input from subordinates, peers, or superiors, and the information culled from these interactions can form the basis for decision making.

Evaluation of the information available is not a set process, but, rather, it should conform to the already-developed thought processes of a leader. Each individual uses a personal process for mentally working with information to examine the pluses and minuses of potential solutions. Trying to radically change an individual's thought processes is nearly impossible, but experience does refine it.

There are two things that must be forced into the mental evaluation process. First, a leader must constantly be alert for entry into the evaluating process of his or her own preconceptions or prejudices. This is a normal, human reaction to looking at situations and information; but the objective leader carefully and consciously purges personal biases from an evaluation process.

Second, the leader must be careful not to consistently favor one source of information. The fact that a resource in the past has provided information and suggestions that led to excellent solutions must not be allowed to convince the leader that this will always be the best source of input in the future. To be innovative requires new ideas and new ways of doing things. New sources of information need to be evaluated carefully before accepting them into the decision-making process.

Decide. After the appropriate groups and individuals have been asked for input and the information has been evaluated, it is time for the leader or an assigned committee to come to a decision. If the decision rests solely with the leader, the burden is easier if adequate information has been collected. The evaluation principle and those preceding it are now put to the test. If the leader has listened actively and evaluated the input, the decision, while perhaps still difficult, is made much easier.

It is sometimes wise to talk again with those whose ideas and suggestions seemed the most sound, to reinforce the evaluation of the information supplied. When a decision is not required immediately, this re-evaluation can be most helpful.

The leader must not be afraid to take risks. If a decision proves to be wrong, the competent leader admits the error and changes course. Without risk, innovation surely will not occur. While decision making can sometimes seem overwhelming to a person new to a leadership position, it becomes easier as the person's experience brings about a feeling of confidence.

Announce and implement. When a decision has been made, the leader must announce it, explain how it is going to be implemented, and what the desired effect on the organization is expected to be.

Informing the greatest possible number of people not only makes implementation of the idea easier, it helps avoid one of the plagues of any organization—the rumor mill. Although it is impossible not to have some rumors in an organization, especially one national in scope, it is important for the leader to do everything possible to minimize the rumor flow.

A decision to act or to do nothing at all needs to be announced organization-wide so that appropriate action can be taken. Effective leadership involves always keeping the entire group informed. Sharing information makes it possible to garner support for the decisions the leader has made. Everyone likes to know what is going on even when it does not directly affect him or her. People like to be "in the know." A decision by itself does not accomplish anything unless there is support to carry it out, and it is up to the leader to see that this support base is built. The leader thus cultivates loyalty and future participation.

Acknowledge contributions. A means of acknowledging the contributions, used or unused, of the groups and individuals from whom ideas were solicited should be employed. The fact that the leader places a high premium on the act of participating, not just on providing the final solution, will encourage people to continue to participate and will make them realize that their input is valued.

This kind of acknowledgment should be made in a way that lets everyone

in the organization know of the contributions of all who participated. People need to know that their efforts are appreciated, and there is no better way of doing this than directly informing them and their peers.

Monitor the organization. An organization must be continually monitored to anticipate both problems and progress. Its leader must also be conscious of the world outside of the organization. In order to spot opportunities or trends, one must develop a real hunger for information in one's own field and even in areas only slightly related to the mission of the organization.

To me personally, this means being an avid reader. It is of great help to me to monitor what is happening in the world outside of FBLA/PBL on a daily basis. My typical work day is started by reading several leading newspapers and news magazines and then, with time available, scanning whatever printed matter happens to be on my desk from the previous day's mail. Within the organization, of course, it is critical to at least scan every piece of outside and in-house mail directed to my office. Although this form of monitoring can take considerable time, it is essential to be at least acquainted with everything that is affecting the association.

Continuing to talk with student members and teacher/advisers of the association and to actively listen to them provides the best way to monitor how things are going and to determine if decisions already made are making a difference. Once people within an association realize that their opinions are appreciated, information, both positive and negative, will begin to flow more freely to the top.

SUMMARY OF LEADERSHIP PRINCIPLES AND ACTIONS

My 33 years of successful leadership of Future Business Leaders of America/Phi Beta Lambda on the local, state, and national levels have been marked by the conscious use of the preceding principles and actions. Applied regularly when working with the association's eight most important constituencies—student members, teacher/advisers, the board of directors, national advisory boards, donors, national and state staffs, governmental bodies and peers—these tenets have been most successful. In the following sections, leadership principles and actions as applied to these groups are highlighted.

Student members. The student membership is the most important constituency in FBLA/PBL. The co-curricular business education program is the single reason for the existence of the Future Business Leaders of America, and without the support of these members there can be no successes for the association.

Part of that educational process is the development of good leadership qualities throughout the entire membership. Although the duties of the association's CEO require thinking and planning on an international scale, there is also a duty to ensure that the programs and activities are relevant to students in the nearly 13,000 local chapters of the association nationwide and overseas.

To ensure that relevancy, I spend considerable time traveling, visiting local and state activities around the world, actively listening to the issues and

failures and successes of chapters and individual members alike, and soliciting their ideas and suggestions for program improvements. From these encounters, information is gathered that gives guidance for changes in the national programs. These visits provide important opportunities to increase the members' enthusiasm for the educational benefits received through the association.

With time and budget considered, I attend as many of the 43 annual state and overseas conferences and the five regional conferences as possible, thereby reaching chapter and state officers at the same time. These opportunities are used to monitor the programs' effectiveness by witnessing the programs and activities as well as talking one-on-one with members. Conferences also provide a forum for publicly recognizing the skills and the spirit of all participants and to personally let members know that their opinions and suggestions are vital to the good health of the association.

The National Leadership Conference (NLC) is the single most important national meeting I have with the student members. At the NLC, frequently bringing more than 6,000 members and teacher/advisers together, the national staff and I have an opportunity to listen to the views of officers, delegates, and teacher/advisers concerning the objectives they feel should be met in the upcoming year. There is ample opportunity for discussion and debate, and, with suggestions and subtle advice, it is possible to lead the students through the process of decision making so that the programs and activities that are developed for the year truly are based on what the students perceive as their real needs.

Having had the opportunity to listen and evaluate students' input at the local, state, and regional levels, the national staff and I are prepared to utilize leadership abilities in guiding the new national officers through the process of developing meaningful activities for all FBLA/PBL chapters and to assist them as they set the goals for the year.

The NLC also provides a showcase of student accomplishments that play a significant role in leadership with other constituencies. At the conferences, and throughout the year, members and teacher/advisers are encouraged to write to the FBLA/PBL National Center and to board members with their suggestions for improvements to the programs as the year progresses. Decisions made by me or the national staff, based on these suggestions, are shared with the board and the national officers.

Teacher/advisers. A second group to which great attention must be given is the in-school teacher/advisers of the local chapters. These business teachers provide the day-to-day continuity that every successful program must have. They teach, correct, and guide the members through activities and programs designed to prepare them to be business leaders.

The teacher/advisers are in daily contact with the student members and, therefore, next to listening to the students personally, are the best source of information available. Their personal leadership styles can have a great effect on the student members. It is necessary to maintain close contact with these professional educators and both actively listen to them and encourage them to continually stimulate and challenge their students. Because of their maturity

and experience in the classroom, they frequently can provide clear-cut, unbiased input to use in leading the association toward obtaining its goals.

The head of this association must utilize leadership capabilities to encourage the teacher/advisers in the vital work they do and to recognize their efforts among their peers, as well as before their students. Through them, the national office can help the students be more innovative in their approaches to preparing for business careers, as well as imbuing them with the ideals and ethics necessary for success.

It is through this important constituency that it is possible to reach other local educators, students pursuing a nonbusiness curriculum, and the local community at large. Support from these audiences is increasingly important to the future of business education.

With the teacher/adviser group, the leadership approach must be one of participation. These individuals are the on-site leaders of the chapters that make up the association.

The board of directors. In relation to the association's board of directors, a CEO must utilize a slightly different approach to leadership.

The board expects the CEO to be a strong leader, representing the association in all areas of its operations, including acting as supplicant and advocate to the board. At the same time, the board actually determines the personal fate of the CEO. The board is the boss.

At times an organization's positions and programs may not have popular support among the members of the board. It requires all of a CEO's leadership skills to advocate and justify to a board of directors that certain new ideas and programs are essential to the continuing success of an association's programs. Conversely, at times the CEO must firmly oppose proposals under consideration by the board that are believed not to be in the best interests of the association, its programs, or its student body. Finesse and persuasion again become strong leadership requirements.

Being tuned in to the needs of business education on a national scale and being sensitized to the special needs of the student members place the CEO in the best position to exercise leadership with the board.

In FBLA/PBL, there is a new boss every year as a new chairperson of the board is elected. The CEO must represent the continuity that is essential for the success of the program and for the success of the board. The leader of the association must strive to be the best source of accurate information about the association and its needs. My experience has been that boards of directors expect me to present strong and informed leadership even when there are differing views held by the board's members.

Government bodies. Governmental bodies at both state and federal levels are critical to the continued success of FBLA/PBL. The association was made a co-curricular activity by proclamation from the United States Department of Education in 1968 and is supported under the Carl Perkins Act.

It is important to maintain an on-going dialogue with the United States Department of Education to ensure that the administration is aware of the needs of student vocational education organizations. In this leadership capacity, one must represent not only the members of FBLA/PBL but the

students, parents, advisers, and business leaders supporting the student vocational organizations and be able to ensure that all of these groups' concerns and wishes are adequately recognized by the current federal administration leaders.

In this capacity, it is important to persuade with a forcefulness that comes from representing a large number of citizens. At times, one must exert sufficient pressure to make certain that the vocational education organizations' needs are given attention. Such pressure is effective only when backed by a broad range of information about educational needs across the nation.

When working with members of the U.S. Congress, it is important that the CEO be considered as the recognized leader of the hundreds of thousands of FBLA/PBL members and teacher/advisers. Senators and members of Congress are the individuals who have the responsibility for enacting the legislation that make the co-curricular activities of the association possible. Requests of the Congress and the information provided to them must be valid, accurate, and not overly self-serving to FBLA/PBL. This key leadership function depends upon sustaining Congress' respect as a leader, educator, and businessperson.

Active interaction with governmental bodies is essential; one must be willing to provide participatory assistance when requested. Therefore, the request from President Reagan to me to serve his administration as chairman of the National Advisory Council for Vocational Education was critical to FBLA/PBL and business education in general and I accepted. The leadership exerted in these situations is sometimes very personal but always is based upon an ability to gather and interpret information and make a balanced presentation, not simply to lobby for one special interest group.

Donors. While the Congress provides funds for the conduct of classroom activities, private, personal and business donors are essential for providing funds and other support for major activities of the association that would otherwise not be provided through educational appropriations.

To donors and potential donors, the leader of FBLA/PBL must personify all the personal attributes and values that the organization hopes to instill in future business leaders. While part of this leadership role is charismatic, the greatest part is based on the knowledge of the activities of FBLA/PBL and the accomplishments that have been achieved by students in the association.

While charisma should not be played down, one's competence as a leader is usually based on the confidence exhibited by the leader. Long-term leadership is based on knowledge, honesty, and the ability to communicate.

Professional peers. A leader always must be aware of opportunities to increase the scope of his or her knowledge and to have an influence on peers. It is important to remain in synch with counterparts within the organization and also externally in other major student organizations. Leadership skills must be fine-tuned with this constituency and are primarily based on knowledge of the field and the perceived success and competence of the leader and his or her association.

The CEOs of the major vocational student organizations gather officially on a monthly basis as the National Coordinating Council for Vocational Student Organizations (NCCVSO). In this forum, each CEO has the opportunity to

represent his or her organization and to bring up issues common to all. Not only do executives obtain valuable information from these meetings, but they can present their organizations' success stories in order to share ideas and projects that work. The NCCVSO occasionally undertakes cooperative projects, and a different CEO serves as the chairperson of the group as it rotates among the members annually.

Leadership is required also in working with other CEOs located in the Center for Educational Associations (CEA) in Reston, Virginia. Only two other associations owning land in the Center are vocational student organizations (Future Homemakers of America and Distributive Education Clubs of America). This group of 10 educational associations comes together as an organized group to help perpetuate the work of the Center, and each CEO eventually becomes the chairperson of the CEA by the chair rotating annually.

National staff. All too often a leader will begin to take his or her staff for granted. It is easy to understand. Physical proximity, shared goals, and specified duties create an atmosphere where communication may suffer and the leader may fall into the trap of assuming that the staff fully understands what needs to be done and that they continually are motivated by the needs of the association.

Professional staff members can be one of the greatest sources of information to a leader. Generally, they have frequent contact with members and advisers throughout the association; it is possible that they also have contact with those levels of the association that are difficult for the CEO to reach in the normal routine of the association's business. Staff members, while themselves exercising leadership in their contacts inside and outside of the association, are a resource that a CEO never should take for granted.

It is important to remember that the staff, like any group of individuals, needs encouragement and needs to know that their contributions are appreciated. The CEO has placed them, too, in positions of leadership within the association, and their demeanor and attitudes play an important part in creating the members' and public's perceptions of the association.

Although the CEO is the ultimate decisionmaker in the association, it is important to encourage staff to participate in management decisions. Their ideas should be sought and attention should be given to their concerns regarding the association's programs, activities, and office procedures. It is the CEO who establishes the status of the staff, either by publicly showing that they are trusted advisers, as well as competent implementors, or conversely by indicating that their roles are only subservient to the CEO.

Some CEOs talk about their associations as being a family. Nowhere is this more true than with a CEO's staff. Staff members look for guidance and encouragement from their employer but at the same time must be given the opportunity to exercise their own budding leadership skills. In the leadership capacity, a CEO has an obligation to create an atmosphere in which people are encouraged to grow and permitted to make mistakes as they learn to take risks.

Advisory boards. The importance of presenting the CEO to an advisory board as a competent, reasonable leader who sincerely is not only willing but

eager to receive counsel from the board's members, recognized leaders in their own fields, cannot be overstated.

The way in which the CEO is perceived by these men and women is how the association and its members will be perceived. Membership on advisory boards includes internationally known business leaders, members of Congress, and professional educators. While counsel is sought from these people, the CEO must ensure that the boards do not stray outside the stated mission and goals of the association. It is important that the CEO always be aware that the voluntary participation of these advisory board members adds greatly to the prestige of the association and to his or her management.

SUMMARY OF LEADERSHIP OF CONSTITUENCIES

Every leader has different, important constituencies with which he or she must work routinely. The leader must identify these special groups, adopt the best leadership style to work with them, and continually project to them the proper image of personal leadership and organizational competence. Leadership principles remain constant, but adapting one's leadership style to a specific group is required.

A DEMONSTRATION OF LEADERSHIP AT WORK

In 1980 the board of directors, national staff, and student officers of FBLA/PBL, Inc., began to feel the need for a national headquarters building rather than continuing to rent space with another student organization. The reasons for having a national center were not based solely on a desire to create a monument to the success of FBLA/PBL. Practical considerations were foremost. The real need for adequate office space, the potential financial advantages of ownership, and a facility designed solely to meet the unique needs of FBLA/PBL were primary.

There were many obstacles that would have to be overcome in undertaking such a costly and demanding project. Having worked with special constituencies over several decades, it was necessary for me to slowly, carefully, exercise leadership principles to bring about the needed consensus.

The ensuing 10 years of working with a number of constituencies put all of my leadership abilities to test. The primary sources of support had to be: first, the board of directors; second, the national staff; and third, the student members and teacher/advisers of the association. It was imperative that these three groups provide their complete support and enthusiasm for the project or it would never take form. With the lengthy time period required to meet the goal, it was especially challenging to work with two of these three groups—the student national officers changed each year, and a new chairperson of the board was elected each year. It became a process, annually, of educating the people new to these important positions and pumping up their enthusiasm for the building project. The national staff's energy frequently had to be re-charged so that they would carry their enthusiasm into their exchange with the members, teacher/advisers, and other outside support.

Next, programs for local chapters to join the fundraising campaign had to be devised. Current business, industry, and foundation support had to be impressed with the benefits of the association's having a national center capital investment; otherwise, none of the needed support from the association's external audiences would be forthcoming. After securing internal and external support, follow up was critical to ensuring necessary continuing support.

Perhaps one of the greatest inherent challenges was that this enormous undertaking must not conflict with the ongoing educational programs for the student chapters in the schools on the local level. A delicate tightrope strategy paid off when, 10 years after purchasing the land, the FBLA/PBL National Center Building was completed and dedicated. It took 10 years of hard work by all of the constituencies to achieve the goal. The resulting highly customized structure will meet the needs of the association's staff, members, and teacher/advisers far into the 21st century. More than one-half of the cost of the total land/improvement/building mortgage should be paid in full within this decade. Throughout this time, it is important to listen actively to suggestions and comments from the field, keep the constituencies informed, acknowledge individual and group efforts, and constantly monitor the continuing progress of the project.

CONCLUSION

The leadership principles and action steps outlined in this chapter have worked well for me in the last two-and-a-half decades and have significantly contributed to the success of the association. These principles were not developed overnight, nor are they static. They are being refined continuously as they are put to use, because leadership is dynamic rather than static.

Each person in a leadership position needs to develop personal, successful principles and methods. The leader should realize that on-the-job longevity and experience will provide the basis for refinements to leadership principles and styles.